

Magnolia School District

COORDINATOR, SCHOOL READINESS PROGRAM

DEFINITION

Under the supervision of the Assistant Superintendent of Educational Services, plan and organize the implementation and evaluation of district programs, assessment processes, including standardized testing, language census and assessment of students with home languages other than English, physical fitness testing, Response to Instruction (RTI) and intervention and other programs; assist leadership staff and provide training and assistance; utilize knowledge of assessments, data analysis and technology to guide instruction and evaluate program effectiveness.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Analyze and interpret assessment data related to District, school and individual student level academic performance;
- Recommend appropriate assessment measures for evaluating curriculum. Evaluate the academic programs and make recommendations for improvement;
- Provide support for school and District standards and assessments, develop and implement strategies to inform parents and the community of the purpose and progress of the District's academic program;
- Recommend strategies for students with diverse needs, including Limited English Proficiency (LEP) and Gifted and Talented Education (GATE);
- Assist in the development of early intervention strategies for implementation in schools;
- Demonstrate knowledge of a variety of groupings and teaching strategies.
- Coordinate ongoing review and modification of District student achievement assessment processes;
- Develop and coordinate assessments with District content and academic performance standards;
- Coordinate and monitor District language assessment testing program;
- Assure evaluations comply with program and legal requirements;
- Perform in-depth analysis of assessment data;
- Maintain ongoing statistical data to monitor performance trends;
- Prepare reports and give presentations regarding results of program evaluation, language and District/State assessment.
- Assist management staff to develop individual, school and District systems for monitoring student progress;
- Provide staff development programs for administration and school staff regarding standards, assessment and data collection;
- Assist staff in the development of appropriate school-level expectancies and evaluation processes;
- Assist other management staff in areas of evaluation and assure that District is in compliance with regulations pertaining to student assessment;
- Assist in the coordination of programs as assigned;
- Attend a variety of conferences, meetings or other activities;
- Make presentations as assigned;
- Read and disseminate research findings to improve learning;
- Coordinate Summer and intervention programs;
- Manage district data system and online assessment tools;
- Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

- Current research on teaching and learning;
- Common Core State Standards;
- Academic assessment instruments, data collection and analysis;
- Effective strategies for teaching the core curriculum to all students;
- Effective strategies for teaching English language learners;
- Use of current district technology and software;
- Effective staff development programs;
- Leadership and presentation skills.

Ability to:

- Plan and coordinate the implementation and evaluation of assessment processes, including standardized testing, language census and assessment of students with home languages other than English, physical fitness testing, GATE testing, and district diagnostic, interim and summative assessments;
- Collect, analyze, and interpret assessment data;
- Plan, facilitate, and present staff development programs and seminars;
- Provide support in development of district programs, assessments, and professional development;
- Instruct others in an effective and efficient manner;
- Maintain accurate records;
- Establish and maintain effective, respectful and cooperative working relationships with school staff, fellow employees, supervisors and the public;
- Lift, carry, push or pull moderately heavy objects up to 20 pounds;
- Sit, walk, or stand for extended periods;
- Communicate effectively both orally and in writing
- Drive a vehicle to conduct work
- Take on new responsibilities and adapt to changing situations.

Education and Experience:

- Master's degree or above;
- Minimum 5 years teaching experience;
- Minimum of 2 years elementary instructional support/leadership experience;
- Experience with a variety of assessment instruments and analysis;
- Experience with a variety of academic intervention programs at the elementary level.

DESIRABLE QUALIFICATIONS

- Knowledge of database/online assessment platforms
- Ability to generate data tables and reports.

LICENSES AND OTHER REQUIREMENTS

- Valid California Administrative Credential (Preferred)
- Valid California driver's license

WORKING ENVIRONMENT

While performing the duties of this job, the employee works in an office, school and/or classroom as needed. The employee's primary responsibility is working with students and staff during the school day. This position may involve frequent interruption and direct contact with staff, students and the public; a high volume of responsibilities that may require working without direct and/or constant supervision; and working in an office or school environment where the noise level is usually moderate.

PHYSICAL AND MENTAL REQUIREMENTS

The physical and mental requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- Depending on the work location, this assignment may involve sitting, walking, bending, squatting or standing for brief periods. Other locations may be mostly standing moving from computer to computer.
- Perceiving the nature of sound, near and far visual acuity, depth perception, providing oral information, the manual dexterity to operate business related equipment and handle and work with various materials and objects are important aspects of this job.

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Range: 44M

Created/Revised: 02/2018

Approved: 03/2018

EQUAL OPPORTUNITY EMPLOYER
