

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COMMUNITIES-IN-SCHOOLS (CIS) SITE COORDINATOR/ GCS TEACHER

GENERAL STATEMENT OF JOB

Under general supervision, coordinates appropriate services for at-risk students and manages volunteer and community resources to help students successfully learn, stay in school and prepare for life. The CIS Site Coordinator will use the CIS Model to identify and access the needs of identified youth at-risk, while coordinating Tier One Services to the whole school population. Coordinates assessments of school needs with school administrators and teachers to ensure business, church and civic club partnerships will have access to information regarding the school's needs. Communicates with parents to ensure they are aware of and educated on available community resources. Develops and maintains a data base of school site and students and submits monthly reports to Administration as to the services and partnerships connected to the students and the site. Plan, organize, and present instruction and instructional environments that help students learn subject matter and skills that will contribute to their educational and social development.

REPORTS TO: Principal, CIS Program Director and Executive Director.

SUPERVISES: May coordinate and direct the activities of teacher assistants.

SPECIFIC DUTIES AND RESPONSIBILITIES

Management of CIS Programming

Coordinate successful implementation of the CIS Model and TQS site standards;
Collaborate with school staff to access, identify and prioritize student needs; Coordinate assessment of students' needs with school administrators, teachers and parents;
Coordinate and lead a School Site Team, responsible for planning and managing all CIS operations at the school site; Conduct an annual needs assessment using multiple sources of data, to be used as the foundation for the site operations plan; Develop comprehensive site operations plan, noting Tier One and Tier Two services.

COMMUNITIES-IN-SCHOOLS SITE COORDINATOR/GCS TEACHER

Provide overall case management to identified students and deliver evidence-based services, based on student and school needs; Regularly and systematically collect, enter and report data; Regularly, at least quarterly, monitor the progress toward meeting goals in the site operations plan, and the progress of individual students, and adjust Tier One and Tier Two services as needed; Connect with parent/guardian of identified Tier Two students; Develop and maintain a process to ensure teachers, administrators, social workers, school counselors, school health officials and/or parents are informed of any and all student needs/concerns that are identified in their area of responsibility.

Coordinates assessment of school needs with school administrators and teachers to ensure business, church and civic partnerships will have access to information regarding the school's needs; Solicit and connect business, church and civic club partnerships to school site; Ensure a resources list of local service agencies and organizations is updated with current phone numbers, addresses and contact person/s and disseminated to school site team.

Connect agencies and organizations to the school which can provide youth anti-violence activities; Attend/join community coalition and task force meetings concerning safe school issues to identify and connect services and evaluate impact of connected resources; Connect with school health service providers to assess in coordinating speakers, health fairs, etc.; Coordinate and match students with career and/or academic mentors and maintain a process for mentors to inform of students' progress, concerns, and/or any additional identified needs of the students; Coordinate job shadowing for students; Coordinate an age-appropriate service activity list and share it with all school site team members; Connect students to appropriate service activities in and out of school and evaluate the impact of the service project.

Connect appropriate services to students and manage volunteer and community resources; Matches trained and screened volunteers with students and coordinates volunteer schedules around school activities; Develop/maintain a process for volunteers to advise of their students' progress and concerns; Develop and maintain a process to ensure volunteers have access to the curriculum or assignments that their students need to study and complete during their scheduled times with the students; Plans/organizes and administers volunteer appreciation events/activities.

Develop/maintain a process for obtaining and tracking student outcome data; Develop and/or maintain a database for school site and students; Submit a monthly report to

COMMUNITIES-IN-SCHOOLS SITE COORDINATOR/GCS TEACHER

Administration outlining services and resources connected to the students and site and/or partnerships at the site; Attends monthly team meetings as scheduled; meets with CIS Administration one-on-one on a regular basis. Participate in personal and professional staff development, including CISHP, CISNC, and National training.

Inform and assist seniors in enrolling in Financial Aid workshops, obtaining scholarship funding information and completing college applications, career days and job fairs, summer enrichment activities,

Management of Instructional Time

The teacher has materials, supplies, and equipment for each lesson ready at the start of the lesson or instructional activity; gets the class started quickly; gets students on task quickly at the beginning of each lesson; maintains a high level of student time-on-task.

Management of Student Behavior

The teacher has established a set of rules and procedures that govern the handling of routine administrative matters; has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole-class instruction, small group instruction, etc.; has established a set of rules and procedures that govern student movement in the classroom during different types of instructional and non-instructional activities; frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities; stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

Instructional Presentation

The teacher begins lesson or instructional activity with a review of previous materials; introduces the lesson or instructional activity and specific learning objectives when appropriate; speaks fluently and precisely; presents the lesson or instructional activity using concepts and language understandable to the students; provides relevant examples and demonstrations to illustrate concepts and skills; assigns tasks that students handle with a high rate of success; asks appropriate levels of questions that students handle with a high rate of success; conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding slowdowns; makes transitions between lessons and between instructional activities within lessons efficiently and smoothly; makes sure that the assignment is clear; summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

COMMUNITIES-IN-SCHOOLS SITE COORDINATOR/GCS TEACHER

Instructional Monitoring of Student Performance

The teacher maintains clear, firm and reasonable work standards and due dates; circulates during class work to check all students' performance; routinely uses oral, written, and other work products to check student progress; poses questions clearly and one at a time.

Instructional Feedback

The teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth; regularly provides prompt feedback on assigned out-of-class work; affirms a correct oral response appropriately, and moves on; provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

Facilitating Instruction

The teacher has an instructional plan which is compatible with the school and system-wide curricular goals; uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks; maintains accurate records to document student performance; has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty; uses available human and material resources to support the instructional program.

Interacting Within the Educational Environment

The teacher treats all students in a fair and equitable manner; interacts effectively with students, co-workers, parents, and community.

Performing Non-Instructional Duties

The teacher carries out non-instructional duties as assigned and/or as need is perceived; adheres to established laws, policies, rules, and regulations; follows a plan for professional development and demonstrates evidence of growth.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in education, social work or a related field preferred that will qualify for licensure as a teacher, counselor, or social worker by the North Carolina Department of Public Instruction and at least 1 year demonstrated relevant experience in human service or related fields involving contact with disadvantaged youth and their families; or any equivalent combination of

COMMUNITIES-IN-SCHOOLS SITE COORDINATOR/GCS TEACHER

training and experience which provides the required knowledge, skills and abilities. Sensitivity to and strong concern for the needs of children, youth and their families Technologically proficient in all office technology systems including spread sheeting, word processing, email, Skype, and Facetime.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to operate a variety of equipment including computers, copiers, facsimile machines, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

Language Ability: Requires the ability to read a variety of correspondence, referrals, student profiles, reports, transcripts, case histories, etc. Requires the ability to prepare correspondence, reports, forms, instructional materials, etc.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form; and apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract.

COMMUNITIES-IN-SCHOOLS SITE COORDINATOR/GCS TEACHER

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in variety of technical or professional languages including medical, legal and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of school and community resources available to at- risk students

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Skill in conducting individual and group meetings

COMMUNITIES-IN-SCHOOLS SITE COORDINATOR/GCS TEACHER

Ability to maintain complete files and accurate records and to develop simple reports from those records. (Perform general clerical duties)

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitates by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.