Curriculum Coordinator - Area of Emphasis - Science

Definition
This position supports schools and districts in providing quality teaching to all students. Included activities are: plan, organize, administer, and coordinate professional learning activities; assist schools and districts with the development, and implementation of effective curriculum and teaching strategies in area of emphasis; demonstrate effective teaching strategies.

Distinguishing Characteristics
- The successful candidate will demonstrate: a high level of competence in collaboration skills; expertise in content and teaching strategies; exemplary teaching experience in area of emphasis; ability to facilitate conversations regarding instructional practices; successful experience in designing and delivering professional learning to teachers and administrators; resourcefulness in accessing and integrating current information regarding area of emphasis; superb collaboration skills; a sense of humor and love of learning; self-directed work style; desire to be a part of a collaborative, innovative team.

Supervision Received and Exercised
General direction is provided by the Deputy Superintendent of Instruction. May supervise and evaluate professional, clerical, and technical personnel as assigned.

Examples of Duties and Responsibilities
Duties and responsibilities may include, but are not limited to, the following:
- Visit schools and classrooms to provide feedback and information on instruction
- Plan, organize, coordinate, and conduct professional learning opportunities with regional programs, project partners, Educational Services staff, teachers, administrators, boards, Institutes of Higher Education, and other agencies
- Assist teachers and administrators in using researched-based instructional practices aligned and integrated with the Common Core Standards and area of emphasis
- Provide leadership and coordination in curriculum and instruction resources related to area of emphasis
- Participate in County Office staff meetings by attending regularly, initiating relevant agenda items, and sharing ideas and opinions as appropriate
- Establish and maintain clear communication and cooperative working relationships with clients, staff, and other agencies
- Maintain professional competencies in areas of responsibility, maintain contact with and participate in professional job-related organizations, and serve as a liaison to professional groups
- Keep informed of state and federal education initiatives, trends, in order to serve as a supportive and knowledgeable resource to county, school, and district staff, and others
- Perform related duties as assigned

Employment Standards
Knowledge of:
- Principles, practices, methods, and strategies in support of area of emphasis
- Effective Classroom coaching practices
- Adult learning theory and effective professional learning practices
- Current research and development in the area of emphasis
- Understanding of Common Core Standards in Language Arts and Mathematics; English Language Development Standards and how the intersection with area of emphasis
- Organizational Culture
- Integration of technology in specialty area

Ability to:
- Synthesize large amounts of information
- Respond promptly to requests of internal and external clients; provide direction, assistance, training, materials, and resources related to specialty area
- Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate to audience, including the use of electronic media
• Establish and maintain cooperative and professional working relationships with individuals, groups, public, and private agency personnel
• Plan, organize, and provide professional learning opportunities; including on-site coaching, demonstration lessons, and classroom visitations with feedback to teachers and administrators
• Adjust presentation style, content, level of specificity etc. for varying stakeholder groups
• Take direction and adjust performance based on input from supervisor
• Self-direct
• Demonstrate flexibility and openness to change
• Maintain and improve professional skills and knowledge
• Facilitate groups of adult learners and engage adult learners in professional learning
• Meet timelines

**Education and Experience**
Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

**Education:**
- Masters Degree from an accredited college or university with an emphasis in education or closely related field desirable.

**Experience:**
- Five (5) or more years of directly related experience in K-12 classrooms
- Experience in development and presentation of professional learning to adults

**Credentials:**
- Appropriate valid California Teaching Credential and a valid California Administrative Services Credential is desirable.

**Work Environment:**
The following conditions may be present:

- Walking on uneven ground when outdoors
- Exposure to student illness, injuries, infections and bodily fluids
- May be exposed to chemicals contained in cleaning products
- May be required to maneuver into awkward positions

**Other Requirements:**
- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment
- TB testing will be required upon employment
- Must pass a pre-employment physical (if applicable)
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment
- May be required to drive to school sites; may require a current California drivers license and proof of insurance, and possible participation in the DMV Pull Notice Program once employed