

# **RICHLAND COUNTY SCHOOL DISTRICT TWO**

## **JOB DESCRIPTION**

**TITLE: Enterprise Learning Coordinator**, Carolina Consortium for Enterprise Learning  
Race to the Top Grant, 240-day position  
Location: Columbia, SC (Richland Two)

**FLSA:** Exempt

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### **GENERAL SUMMARY**

The EL Coordinator, under limited supervision, will assist in planning, coordinating, implementing and directing activities, policies, and procedures related to improving instruction, training personnel, and creating a sustainable continuous improvement learning environment. In collaboration with each site, this coordinator will supervise and evaluate the work of the coaches.

#### **Background:**

In December 2013, the U.S. Department of Education awarded \$24,982,980 in Race-to-the-Top grant funds to the Carolina Consortium for Enterprise Learning (CCEL), a consortium of four-school districts in South Carolina, to transform public education in 19 schools across these districts. The four school districts are Clarendon School District Two, Orangeburg Consolidated School District Five, Richland School District Two, and Williamsburg County School District. Clarendon School District Two serves as lead district, and Richland School District Two will serve as fiscal agent.

The *CCEL* represents the range of diversity for South Carolina schools districts, from the most rural (Williamsburg) to the most urban (Richland Two), from rural poverty to urban poverty, from nearly 100% African American to a diverse population that includes a rapidly increasing enrollment of Limited English Proficient students. Through its 19 participating schools, CCEL will serve 11,957 students and 1,121 educators, with potential to impact 41,183 students and 2,755 educators in 65 schools across the four districts. CCEL targets high-need, high-poverty, and low-performing PK-12 feeder systems in each district.

Enterprise Learning provides interdisciplinary and life-skills learning that enables students to determine their futures and succeed in all aspects of life. Such an education is embedded in a cross-cutting “enterprise process” defined as the capacity to identify a need or want; generate ideas about how to meet this need; plan the approach and identify and organize useful resources; implement the plan; gather information about the plan’s outcomes and successfulness; reflect and refine the plan as needed (Horne, 2000, p. 8). As defined by the leaders of Enterprise Learning—Australia, New South Wales, and the United Kingdom, Enterprise Learning parallels our national initiative for college and career readiness developed through engaging, “real-world” project-based learning guided by standards, assessments, and personalized instruction.

Research consistently shows that an effective and caring teacher has more impact on a student’s engagement and learning outcomes than any other learning resource. However, for CCEL, as with most personalized, digital learning environments, a teacher is “perceived not as a director of instruction but as a facilitator or activator of learning who is responsible for engaging each student in a personalized sequence of instruction that aligns with the student’s skill level, stimulates the student’s interest, and pushes the student to progress to the next level” (American Institutes for Research, 2013, p. 3). Research also confirms that the principal remains the single determinant in the retention of effective teachers and in the climate of the school. To enable our PK-12 students to become Enterprise Learners, we need to ensure that all educators become Enterprise Learners, Enterprise Teachers, and Enterprise Leaders.

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Goals for the four-year project include:

**Goal 1:** Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.

**Goal 2:** Educators in CCEL schools will improve their skills to provide engaging and rigorous standards-based curriculum, instruction, and assessments that address each student's needs and interests.

**Goal 3:** CCEL schools will provide supportive learning environments that are conducive to personalized and Enterprise Learning and instruction and that yield increased student, parent, and teacher satisfaction.

**Goal 4:** CCEL will build local and statewide partnerships to engage, guide, and participate in Enterprise Learning initiatives beyond the school campus.

**Goal 5:** CCEL districts will build their capacities to sustain Enterprise Learning and turn around schools by continuing CCEL collaboration, improving climate and culture, and embedding continuous improvement methodologies across all areas of operations.

The grant narrative as well as reviewer's comments are posted on the U.S. Department of Education's web site at <http://www2.ed.gov/programs/racetothetop-district/awards.html>.

### **OVERVIEW OF POSITION**

The Enterprise Learning (EL) Coordinator will be responsible for the professional development, support, network, and strategies to ensure that instructional practices across the 19 participating schools align with and advance personalized Enterprise Learning approaches. To ensure successful attainment of project academic and achievement outcomes and to build capacity at each site, the EL Coordinator will provide and coordinate technical assistance and training, develop and sustain partnerships to enhance instruction, and manage/supervise 19 Enterprise Learning Coaches. The EL Coordinator will work closely with the Digital Resource Coordinator and Digital Resource Coaches to ensure the effective integration and use of technology into instruction and learning.

This position is 100% grant-funded, and the anticipated start date for the successful candidate is May 1, 2014. The grant ends September 30, 2017.

The EL Coordinator will be part of a team charged with driving the strategic work that continues to push toward CCEL's goal of ensuring that all students are learning at a high level. This position reports to the CCEL's Project Director, who reports to John Tindal, Superintendent of the Lead District, Clarendon County School District Two, and the consortium superintendents. The position will be housed within Richland Two, the RTTT-D fiscal agent, in Columbia, South Carolina.

### **ESSENTIAL FUNCTIONS**

- Develop, oversee and coordinate the instructional plan to embrace and practice enterprise learning within a standards-based instructional cycle.
- Supervise, train, and support 19 instructional coaches (PK-12) throughout the consortium through coaching observations and providing meaningful feedback.
- Meet regularly with EL Coaches and school leadership teams to identify the instructional needs of students, set learning goals and targets, and to problem solve with teachers to develop best practices for continuous growth of students.
- Work with EL Coaches, School Administrators and the District Instructional Leaders to create the schools' professional development plan and structure related coaching opportunities.
- Work collaboratively and collegially with other Instructional Coaches, Instructional Facilitators, curriculum specialists and district personnel.

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- Coordinate the development of a CCEL lesson plan bank across the consortium that includes that includes videos, tapes, and recorded instructional lessons to serve as models.
- Foster the use and promotion of MasteryConnect for teachers to use across schools and the consortium.
- Responsible for ensuring the development and implementation of coherent curriculum among consortium members.
- Provide training and staff development to EL Coaches on regular basis.
- Assist EL Coaches in a collaborative model of observation, conversation, and lesson demonstration to analyze and reflect on their practice to promote quality instructional practices;
- Works with CCEL members to plan and lead the instructional summer institute.
- Participate in and contribute to a Professional Learning Community that serves as a continuous improvement strategy, develops collegial relationships, encourage reflective practice, and rethink leadership.
- Develop and use rubrics shared by CCEL districts and schools regarding instructional observations and student performance.
- Work as a team member with the Project Director and Digital Resource Coordinator, as well as the external evaluator, and with instructional staff and personnel of four districts and their curriculum and program coordinators to ensure alignment with RTT-D goals and objectives, to manage RTTT-D initiatives, and to design and implement new initiatives as necessary, including but not limited to the following:
  - Collecting, reviewing, analyzing, and drawing conclusions about the effectiveness of the EL Coaching Program and implementing strategies to improve the program.
  - Developing feedback instruments for EL Coaches and instructional staff and use feedback to improve the coaching program throughout the grant period.
  - Compiling data from a wide variety of sources for the purpose of guiding program development and improvement, establishing a differentiated site support approach, and coordinating regional activities that meet the needs of children, families, providers, and communities.
- Model effective, differentiated instruction.
- Support the understanding and implementation of the Common Core State Standards.
- Work with consortium districts and their curriculum and program coordinators to ensure alignment with CCEL goals and outcomes
- Participates in monitoring activities (e.g. visiting sites, conducting observations, writing reports, etc.) for the purpose of ensuring compliance with federal and/or state regulations
- Works with CCEL team to develop proposals to the SBE for waivers regarding seat time and core content mastery.
- Contribute to the development of new strategic initiatives to improve systems, policies and programming.
- Conducts reviews of research literature and best practices, communicating with policymakers and experts from other states and districts
- Prepares and conducts presentations and written reports for diverse audiences pertaining to instructional vision, plan, progress, and outcomes for CCEL
- Facilitates or participates in meetings, workshops and seminars (e.g. training, orientations, regional committees and conferences, etc.) for the purpose of conveying or gathering information, providing technical expertise, maintaining relationships, and/or supporting agency and program operations.
- Build relationships and liaises with various central office departments, school leaders, teachers, and other school-based staff.
- Draft and revise internal and external documents

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### **Must be able to:**

Facilitate and participate in meetings, workshops and seminars (e.g. training, orientations, regional committees and conferences, etc.) for the purpose of conveying or gathering information, providing technical expertise, maintaining relationships, and/or supporting agency and program operations.

Maintain a variety of manual and electronic documents, files and records for the purpose of providing up-to-date reference for compliance with ESD, state and federal regulations and/or grant requirements.

Communicate effectively and create positive relationships with EL Coaches and administrators.

Participate fully in professional development for coaches, including peer observations, professional research and reading, conferences and professional learning communities.

Conduct research and provide resources on a range of effective and innovative practices.

Assist EL Coaches with the collection and analysis of data results.

Meet regularly with EL Coaches and school leadership teams to identify the instructional needs of Students, set learning goals and targets, and to problem solve with teachers to develop Best practices for continuous growth of students.

Work collaboratively and collegially with other Instructional Coaches, Instructional Facilitators, curriculum specialists and district personnel.

Perform other duties and responsibilities related to instruction in all content areas as assigned by supervisor

### **ADDITIONAL JOB FUNCTIONS**

- Performs routine administrative/office tasks as required, including but not limited to preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data, etc.
- May assist Project Director with preparation of annual and final reports for submission to U.S. Department of Education.
- Performs related duties as required.

### **JOB SPECIFICATIONS**

#### **Education and Experience:**

- Requires a master's degree in education or related field
- Requires current certification in any instructional field
- At least 1-3 years of administration experience in an education environment, or an equivalent combination of education, training and experience that provides the required knowledge, skills and abilities.
- At least three years of experience supervising staff and coaching adult learners.
- A history of effective instruction (proven student achievement) with at least five years of teaching experience
- Outstanding interpersonal and teamwork skills
- Strong organizational skills, including keen attention to detail, and the ability to adhere to strict deadlines.
- Exceptional writing and oral communication skills.
- Excellent time-management skills.

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- Strong data analysis skills.
- The ability to learn quickly, work in a fast-paced environment, and multi-task effectively.
- The ability to proactively identify challenges and work to find solutions.
- The ability to work independently while collaborating with others on meeting common goals.
- Strong computer skills, specifically Microsoft Office suite.
- Must possess a valid state driver's license.

### **Minimum Qualifications or Standards Required to Perform Essential Job Functions:**

**Physical Requirements:** Requires sedentary work that involves walking or standing some of the time and involves exerting up to 10 pounds of force on a recurring basis or routine keyboard operations.

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

**Interpersonal Communications:** Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to subordinates and receiving assignments and/or direction from supervisor.

**Language Ability:** Requires ability to read a variety of professional, financial and legal reports and documentation, policy and procedure manuals, job applications, etc. Requires the ability to prepare general reports, presentation materials, correspondence, recommendations, etc., with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical thinking to define problems, collect data, establish facts and draw valid conclusions; to deal with several abstract and concrete variables. Requires the ability to apply influence systems in supervising staff; to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to primary occupation. Must have the ability to comprehend and interpret received information.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow and give verbal and written instructions; to counsel and teach employees. Must be able to communicate effectively and efficiently with persons of varying educational/cultural backgrounds and in a variety of technical and/or professional languages including human resource management, education, education administration, etc.

**Numerical Aptitude:** Requires the ability to add and subtract totals, to multiply and divide, to determine percentages and decimals and to determine time. Must be able to use practical applications of statistics.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape, and visually read various information.

**Motor Coordination:** Requires the ability to coordinate hands and eyes using office machinery.

**Manual Dexterity:** Requires the ability to handle a variety of items, keyboards, office equipment, control knobs, buttons, switches, catches, etc. Must have minimal levels of eye/hand/foot coordination.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under significant stress when confronted with emergency situations or tight deadlines. The worker may be subject to tension as a regular, consistent part of the job.

**Physical Communications:** Requires the ability to talk and hear: (talking: expressing or exchanging ideas by means of spoken words; hearing: perceiving nature of sounds by ear).

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### **PERFORMANCE INDICATORS**

#### **Knowledge of Job:**

- Has knowledge of the functions and interrelationships of a school district and other governmental agencies.
- Is knowledgeable in the laws, ordinances, standards and regulations pertaining to the specific duties and responsibilities of the position.
- Is able to help ensure departmental, district, and CCEL compliance with all laws and regulations.
- Has considerable knowledge of and skill in planning, implementing and managing employee training programs and activities.
- Has knowledge of teaching adult learners and techniques.
- Is able to develop and maintain a positive rapport with District employees.
- Knows how to plan, organize and direct a support staff. Knows how to apply supervisory and managerial concepts and principles; has knowledge of administrative principles involved in developing, directing and supervising various programs and related activities. Has the ability to offer instruction and advice to subordinates and co-workers regarding departmental policies, methods and regulations. Has the ability to offer training and assistance to co-workers and employees of other departments as required.
- Has the ability to use independent judgment and discretion in supervising various programs including the handling of emergency situations, determining procedures, setting priorities, setting schedules, maintaining standards, planning for future CCEL needs and resolving problems.
- Has the ability to plan and develop daily, short- and long-term goals related to CCEL purposes. Is able to take the initiative to complete the duties of the position without the need of direct supervision. Has the ability to plan, organize and prioritize daily assignments and work activities.
- Has the ability to learn and utilize new skills and information to improve job performance and efficiency.
- Has knowledge of proper English usage, punctuation, spelling and grammar.
- Has knowledge of technology; has skill in the use of computers, educational and informational software, and other electronic devices for word and data processing and records management.

### **DISCLAIMER STATEMENT**

This job description is not intended as a complete listing of job duties. The incumbent is responsible for the performance of other related duties as assigned/required.

### **Equal Opportunity Employer**

Each CCEL district is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.