Coordinator II, Early Intervention Program Reading (EIP)

Reports to:	Assistant Superintendent	**FLSA Status:**	Exempt
Department:	Curriculum & Instruction	**Structure/Grade:**	Unified 129
Division:	Teaching and Learning	**Workdays:**	240
Retirement:	Teachers Retirement System		

Position Summary

Develops a comprehensive leveled intervention support system for English/language arts and reading to improve learning opportunities for students and provide resources and training to support an aligned Early Intervention Program (EIP).

Essential Job Duties

- Collaborates with administration in the development and implementation of instructional plans to address the social and emotional learning needs of all learners in English/language arts and reading
- Performs classroom demonstration lessons of best practices for supporting evidence-based strategies
- Designs lessons aligned to the EIP rubrics to help students develop proficiency
- Creates assessment probes to monitor student master of identified standards from the EIP rubrics in ELA/Reading
- Provides targeted assistance in ELA/Reading on content and pedagogy to school-based leaders, district-level leaders, EIP teachers and other identified teacher leaders
- Conducts regular classroom observations and provides feedback to EIP teachers and instructional staff regarding implementation of instructional practices aligned to the Georgia's Early Intervention Program (EIP) using content rubrics
- Supports district and local school efforts to implement an EIP program structure as outlined in the Early Intervention Program (EIP) Guidance from the Georgia Department of Education
- Maintains knowledge of current relevant federal and state educational issues with consideration of the implication of these issues on local school programming
- Assists with the development, evaluation and implementation of the curriculum aligned to an instructional framework and research-based strategies
- Collaborates with the English/language arts coordinators to plan appropriate professional learning opportunities for EIP teachers, principals, and district leaders
- Designs, implements, and evaluates school and district staff development in concert with the expectations of the Early Intervention Program (EIP)

- Interprets assessment results at the district, regional and school level to identify district trends; uses assessment results to improve the instructional program by supporting Georgia's Tiered System of Supports for Students: Multi-Level Prevention System
- Performs additional duties as assigned.

Qualifications

- Master's degree in Education, Education Administration or closely related area from a Professional Standards Commission approved accredited college or university required.
- Minimum of five (5) years as an EIP ELA/Reading teacher and/or related EIP experience required. If no school administration experience is held, five (5) years of managerial/administrative level experience in a related industry field is required.
- Certificates, Licenses, Permits: Requires either a valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or in content area at T-5 or above. If a level L-5, NL5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

Knowledge, Skills, and Abilities

- Ability to establish and maintain effective working relationships with diverse individuals, demonstrating professionalism, sensitivity, and effective verbal and written communication.
- Ability to manage multiple tasks simultaneously, maintain concentration amid frequent distractions, and produce accurate, high-quality work within established deadlines.
- Ability to remain flexible and adapt to changing priorities, unexpected directions, and shifting work demands while maintaining composure in stressful situations.
- Ability to exercise independent judgment, make sound business decisions, and complete assignments with minimal supervision.
- Strong organizational skills, including the ability to prioritize work, manage competing responsibilities, and meet designated timelines.
- Ability to demonstrate attention to detail, identify errors, and ensure accuracy and quality of work products.
- Knowledge of curriculum guidelines, standardized testing requirements, school system policies and programs, Georgia's Early Intervention Program (EIP) guidance, and ability to plan instruction, develop lesson plans, and utilize instructional strategies and relevant technology to support student learning.

Physical Demands and Work Environment

- Constantly operates a computer and other office machinery.
- Frequently remains in a stationary position.
- Occasionally moves about inside an office.
- Occasionally moves office equipment weighing up to 25 pounds.
- Constantly works in an indoor environment.

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification and the current documents obtained in the Division of Human Resources, the latter will always govern. The DeKalb County School District reserves the right to modify, alter, or discontinue these reference materials for any reason.
Reviewed/Revised: 11/10/2026

By signing below, I agree that I have read and understand the requirements and the essential functions of this position.

Employee: _____ Date: _____

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Reviewed/Revised: 11/10/2026