



COORDINATOR, ADVANCED PROGRAMS/CCMR

Rev. June 2026

Job No.: 3601

Reports to: Director, Advanced Programs

Dept./Campus: Pathways & Advanced Academics

FLSA Status: Exempt

Pay Grade: 306

Term: 226 Days

PRIMARY PURPOSE

To coordinate and support secondary advanced programs, to include acceleration testing K-12, Advanced courses, and College and Career Readiness systems. Collaborate with district staff and outside personnel to provide educational opportunities for programs and services to support the Director of Advanced Programs in establishing program alignment and pathways for advanced academics and other postsecondary pathways.

ADMINISTRATOR COMPETENCIES

- **Creative Visionary** who is passionately focused on affecting change and has the ability to merge data and fact with intuition, imagination, and innovation in an effort to realize the possibilities rather than be content with the probabilities.
- **Dedicated Professional** who creates a supportive environment by modeling and expecting autonomy and accountability; who exemplifies ethics; who accepts and values the differences of others, exhibits empathy, and who has a sense of human wisdom, courage and compassion.
- **Inspiring Catalyst** who motivates and empowers others to become leaders and risk takers, and who acknowledges expertise, celebrates successes, and honors the lives of others.
- **Life-long Learner** who perpetuates self-motivated learning, and effectively drives transformation with continuous monitoring, evaluating, and adjusting.

MAJOR RESPONSIBILITIES AND DUTIES

- Lead development and refinement of AVID curriculum or college readiness curriculum facilitating curriculum development aligned to AVID system or CCMR needs and deeper learning that will support school wide use of district identified high yield instructional strategies.
- Collaborate with the Director of Advanced Programs and Coordinator of Advanced Programs/ Gifted and Talented and other district staff completing self-initiated and assigned projects.
- Assist campus AVID principals with the recruitment, interviewing, selection and training of AVID elective teachers as requested.
- Assist teams in strengthening advanced programs K-12 with a specific focus on the middle school level to ensure vertical alignment and access to services from elementary to high school.
- Coordinate, design, and lead professional learning opportunities for all staff that model high quality instructional strategies for gifted and advanced learners and ensure teachers, administrators, and counselors supporting GT learners meet minimum district training requirements.
- Lead development of Advanced Program information sessions including all college and career readiness measures, AVID and GT to support campus delivery of information to stakeholders.
- Maintain, analyze, and create action plans for continuous improvement based on district data related to AVID, college and career military readiness measures, gifted and talented identification, and teacher training records.
- Lead TSIA-2 testing and collaborate with curriculum coordinators to create and refine instructional support for College Prep course and interventions.

- Promote a postsecondary focus for all learners through AVID and other district defined college and career program opportunities that lead to students achieving CCMR goals and coordinate the AVID (Advancement Via Individual Determination) program at the district level as applicable
- Support Director in leading, designing, and supporting Advanced Programs offerings (AP, IB, dual credit, etc.).
- Support department Advisory and other committees as assigned.
- Gather feedback and make recommendations for continuous improvement of program effectiveness.
- Manages district system for Exam for Acceleration in grades 1-12.
- Demonstrates regular and prompt attendance.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- None.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree in education or related field. Master's degree preferred.
- Texas Teaching Certificate with AVID training preferred.
- Significant experience in classroom teaching, instruction and curriculum development that supports diverse learners across Advance Programs.

Knowledge/Skills/Abilities:

- Knowledge of computer application software; curriculum development, alignment, and assessment; differentiation strategies; and identification procedures for diverse populations (including bilingual, low income and dual exception).
- Skill in organization; communication; leadership; and interpersonal relations.
- Ability to manage multiple priorities and projects; collect, analyze, and present data; and teach others how to identify and assess gifted children.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize own work schedule on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Ability to communicate with individuals utilizing a telephone, computer, or other electronic device.
- Ability to compose material such as detailed reports, work-related manuals, publications of limited scope or impact and to make presentations outside of the immediate work area.
- Ability to compute, analyze and interpret numerical data for reporting purposes.
- Ability to make information presentations, inside and outside the organization.
- Ability to handle difficult conversations and deescalate employees, staff, and parents.

Mental/Physical/Environmental Demands:

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Needs to occasionally move about inside the office to access file cabinets, office machinery, etc.
- Often operates a computer and other office productivity machinery (i.e., a calculator, copy machine, and computer printer).
- Ability to work in fast-paced, multi-priority environment.
- Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting.
- Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching.
- Occasional light lifting and carrying (less than 15 pounds).
- May work prolonged or irregular hours.
- Work with frequent interruptions.
- Maintain composure and professionalism at all times.