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| TITLE: | Program Coordinator - International Baccalaureate | STATUS: | Exempt |
| REPORTS TO: | Campus Principal | TERMS: | 199 Days |
| DEPARTMENT: | Assigned Campus | PAY GRADE: | AP 6, Professional Contract |

PRIMARY PURPOSE:

A school appointed pedagogical leadership team member who is empowered to facilitate successful program implementation and curriculum development for the campus International Baccalaureate Programme in accordance with the rules and guidelines of the International Baccalaureate.

QUALIFICATIONS:

Education/Certification:

Bachelor’s Degree from an accredited college/university
 Valid Texas teaching certificate
 Master’s preferred

Special Knowledge/Skills:

Minimum of three to five years of successful teaching experience required
 Demonstrate campus-level leadership experience required
 Prior experience as an instructional coach is highly preferred.
 Experience as a district-level specialist or consultant, with a focus on providing depth and complexity training and/or professional development in inquiry-based teaching, preferred.
 Certified International Baccalaureate Category 1, 2, or 3 training preferred.
 Google Workspace
 Office equipment (e.g., computer, copier)
 MyIB administrative operations
 Demonstrate ability to communicate in a professional manner both orally and in writing
 Demonstrate ability to collaborate and solve problems
 Such additions and alternatives to the above qualifications as the Board of Trustees may find appropriate and acceptable

Experience:

Three to five (3-5) years of successful teaching experience

WORKING CONDITIONS:

Mental Demands/ Physical Demands/Environmental Factors:
 While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stand and stoop, kneel, crouch or crawl and climb stairs. The employee must maintain emotional control under stress, and occasionally work prolonged and/or irregular hours. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 35 pounds. Specific vision abilities required by this job include close vision. The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low to moderate.

Essential Functions:



1. Providing leadership in planning, curriculum/course design for the coordination and implementation of the International Baccalaureate framework.
2. Designing programs that develop the ability of campuses to meet the academic, physical, and social emotional needs of all students.
3. Collaborating with IB campuses, the International Baccalaureate and central office leaders in implementing practices for students that positively impact student growth and ultimately student achievement .
4. Developing and maintaining systems and policies for routinely monitoring student progress.

General Responsibilities:

1. Ensures the fidelity of implementation of International Baccalaureate Programmes through the coordination of professional development for campuses as it relates to district, local, and state policies and best practices relevant to the International Baccalaureate and provides critical “on the job” coaching and access to relevant professional development opportunities.
2. Collaborates to ensure standards and practices required by the International Baccalaureate are in place or an action plan is developed to evidence requirements will be in place within a period as it relates to the authorization and evaluation of the programme.
3. Designs clear systems and protocols for the curriculum mapping of all Texas Essential Knowledges and skills for each grade level served on the campus as the relates to IB units of units of inquiry and course framework. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of the student.
4. Supports the staff in the implementation of IB framework to ensure educators create a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students, prepare lessons and units of study that reflect accommodations for individual differences.
5. Supports the staff in the implementation of IB framework to ensure educators guide the learning process toward the achievement of curriculum goals through inquiry and student engagement, a variety of instructional techniques and instructional media consistent with the needs and capabilities of the individuals or student groups involved.
6. Supports the staff in the implementation of IB framework to ensure educators strive to implement, by instruction and action, inquiry and the district’s philosophy of education and instructional goals and objectives in collaboration with the Standards and Practice of the International Baccalaureate.
7. Supports the staff in the implementation of IB framework to ensure educators assess the accomplishments of the students on a regular basis and provide progress reports as required in accordance with the District and campus assessment policy.
8. Supports the staff in the implementation of IB framework to ensure educators maintain accurate, complete, and correct records as required by law, district policy, administrative regulations and the rules and guidelines of the International Baccalaureate and assist the administration in implementing all policies as it relates to the District and the International Baccalaureate.
9. Collaborates effectively with stakeholder groups and maintains open lines of communication with students, parents, community members and various district departments to maintain effective IB curriculum and programs.
10. Leads implementation of policy procedures and guidelines. Monitors local, state mandates and International Baccalaureate rules and guides and makes recommendations in regard to the impact to content, instruction, materials, and evaluation criteria for student growth and development.
11. Regularly supports staff in the completion of large-scale projects or a very closely related set of projects/initiatives often spanning multiple disciplines.
12. Receives strategies and broad programme rules and guidelines from the International Baccalaureate and district leadership
13. Establishes programme development goals and timelines
14. Delegates action items to staff for the effectuation of the programme.



15. Allocates resources and serves as the lead collaborative decision maker regarding the implementation of the IB framework.
16. Specifies requirements for a plan and/or budget for short term and long term expenditures relating to the programme.
17. Reports budget to the principal and International Baccalaureate during authorization and evaluation years.
18. Interactions are typically with all stakeholders (parents, teachers, students, community members, district leadership and representatives from the International Baccalaureate.
19. Takes routine or required customer actions to meet the needs of campus level stakeholders. Responds promptly and accurately to concerns, inquiries and requests for information and coordinates appropriate follow-up. May handle escalated issues passed on from coworkers or subordinates.
20. Performs other job-related duties as assigned that do not impede the program coordinator's requirement to effectively facilitate curriculum and programme development as required by the International Baccalaureate.

The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.

Signature

Printed Name

Date