



CHOCTAW TRIBAL SCHOOLS

MISSISSIPPI BAND OF CHOCTAW INDIANS
P.O. BOX 6008
CHOCTAW, MS 39350
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JOB ANNOUNCEMENT #096258

JOB TITLE: CURRICULUM DEVELOPMENT COORDINATOR
OPENING DATE: **APRIL 22, 2022** APR 22 2022
CLOSING DATE: **MAY 06, 2022 OR UNTIL FILLED**
SALARY: EDUCATION COMPENSATION PLAN
TYPE OF EMPLOYMENT: Regular Full Time/ 250 days
SUPERVISOR: DIRECTOR OF SCHOOLS
JOB LOCATION: DIVISION OF SCHOOLS

Scope of Service:

Curriculum Coordinator Specialist will work with the Department of Curriculum and Instruction to coordinate Multi-Tiered Systems of Supports, Professional Development and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Curriculum Specialist will provide a non-threatening, open, professional, and collaborative work relationship with district-level personnel, school-based instructional coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve proficiency and growth target. Reading Process, acquisition, assessment, and instruction, Systematic, explicit instructional process, Instructional coaching approaches, and strategies for teaching adult learners, Scientific reading research and its application to effective classroom instruction, structures, and practices, as well as intervention, College and Career Readiness State Standards for all subjects with and emphasis in English Language Arts and Literacy in History/Social Studies, Science and Technical subjects; Mississippi Multi-Tiered Systems of Supports Model, and Data analysis and application.

DUTIES AND RESPONSIBILITIES:

1. Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals.
2. Ability to administer and interpret reading assessments and use data to determine professional development needs and recommend changes to improve school-wide and/or classroom instructional practices.
3. Ability to rapidly acquire and apply new skills and information.

4. Ability to provide effective instructional feedback
5. Ability to identify problems and develop appropriate solutions and use effective written and oral communication skills, including the ability to engage in difficult and candid conversation with a variety of stakeholders.
6. Sense of urgency for literacy achievement, motivating others to perform at high standards, high degree of professionalism to ensure and protect the confidentiality of educators and students. Strong work ethic, self-directed and reliable and the ability to work both independently and collaboratively. High quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions. Persistent in spite of obstacles, ability to orchestrate change, valuing lifelong learning, belief that a coach can make a difference, despite the nature of the challenges, and desire to grow professionally.
7. Provide daily technical support to school based instructional coaches or lead teachers in their capacity to support instruction of the 5 components of reading, implement curriculum, administer assessments, analyze, data and utilize technology.
8. Model effective coaching and conferencing techniques, assist administrators, school based instructional coaches, teachers in addressing grade specific curriculum by developing an effective school wide plan and providing strategies for monitoring the plan's implementation.
9. Design and conduct professional development to meet the varied needs of school based instructional coaches, teachers and paraprofessionals.
10. Conference with individual coaches or lead teachers to ensure that teachers assigned to them have specific goals and plans for improving practice.
11. Provide clear, practical, timely, and candid written and oral feedback to school-based coaches about their coaching practices and to teachers about their instruction.
12. Meet regularly with principals, school-based coaches, and teachers to review data and make recommendations for adjustments in instructional practices. Maintain an organized system for documenting coaching services.
13. Provide guidance for sharing data with variety of audiences.
14. Assist Principals, schools-based coaches and teachers in providing regular and user- friendly data reports to the Director of Schools and other stakeholders.
15. Assist the building and district in implementing Multi-tiered systems of support(MTSS) and 504 process. Direct services designed to assist students for the purpose of helping students successfully pass 3rd summative assessment, meet state proficiency and growth targets, and complete high school.
16. Assists in reviewing, revising curriculum documentations at the district and school level.
17. Assist the organization and administration of any district's academic/instructional initiative programs. Facilitate various meetings(e.g. parent and student workshops, community and educational meetings, grant planning, etc.) for the purpose of ensuring that outcomes for individual students achieve district/or state objectives.

18. Identify students with special education needs who have dropped out or are at risk of dropping out of school for the purpose of providing assistance to help students meet academic requirements towards graduation.
19. Assist with monitoring drop out information required by the Mississippi Department of Education for the purpose of ensuring compliance with state legal reporting requirements.
20. Research evaluate, and present best practice in dropout prevention and recovery strategies for the purpose of re-engaging student dropouts.
21. Adheres to all GPSD policies and procedures as well as the Mississippi Educator Code of Ethics. Work with students, staff, parents and guardians for the purpose of evaluating situations, solving problems, resolving conflicts, referring to appropriate professionals, and enhancing student success in school.
22. Assist with professional development sessions as scheduled in the district professional development plan.

QUALIFICATIONS:

1. Master's Degree in Education with 5 years documented successful teaching reading -OR- Bachelor's Degree with 6 years documented successful experience teaching reading with a minimum of 4 years of literacy experience at the State, District, or School Level
2. Successful experiencing facilitating adult learning and delivering Experiencing mentoring professional development specific to literacy instruction (e.g. professional development feedback/surveys, letters from participants, etc.)
3. Experience mentoring, coaching, and providing feedback about instruction to classroom teachers.
4. Experience leading others in a collaborative process.
5. Experience analyzing and using student achievement data for instructional purposes.
6. Valid k-12 Mississippi administrative license.

NOTE: The Administrative Personnel Policy & Procedure of the Mississippi Band of Choctaw Indians; Native American Preference, Section II, (A), have been revised and approved as follows:

Further bolstering this Native American Preference to promote employment of MBCI members, it is the policy of MBCI to employ person(s) who are not members of MBCI only when qualified member of MBCI, who has applied for the position, can be trained or upgraded to fill a given job vacancy within a reasonable period of time at a reasonable cost, and then only when a Waiver of Native American

Preference has been secured from the Committee on Human Resources, Training and Development on a case-by-case basis.

The Authority to waive Native American Preference Laws can only be exercised by the Committee on Human Resources, Training and Development. The Committee will exercise its discretion to do so only when a motion is made by a committee member to support such waiver and the Committee determines by reviewing the facts and appropriate written documentation that a waiver is justified. A waiver to allow the employment of a person who is not a member of MBCI, or to employ a person who is Native American outside the order of preference set forth in this Policy, can be made by the Committee only for as long as the person who is granted the waiver remains in the position for which the waiver was granted. That waiver does not apply to other openings which the person who is granted the waiver may request a promotion or transfer for, or apply for. The Committee only has the right to approve or disapprove a waiver that has been requested by Executive Branch supervisor, and has no right to direct, demand, or coerce any Executive Branch supervisor or personnel that any specific applicant other than the one for which waiver is sought, be employed. Supervisors who do not follow the Native American Preference Policy are subject to disciplinary action up to termination.

IF INTERESTED, SEND APPLICATION TO:

Mississippi Band of Choctaw Indians
Human Resources
P.O. Box 6033, Choctaw Branch
Choctaw, MS 39350