GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: CHARACTER EDUCATION COORDINATOR
STUDENT SERVICES DEPARTMENT

GENERAL STATEMENT OF JOB

Provides leadership in the design, implementation, coordination, facilitation and evaluation of the Character Education Program in the Guilford County Schools. The goal of this program is to achieve a greater sense of character education in the Guilford County Schools (GCS). The coordinator works collaboratively with the office of Curriculum and Organizational Development and other GCS areas. Coordinates with media, PTA, organizations and various faith-based communities. Assesses the presence of character traits in current curriculum, practices, and standards present in GCS. Infuses the character traits into K-12 curriculum and other student services areas. Reports to the Division of Student Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops and delivers staff development in the implementation of character education on a school-wide basis, and in the classroom. Training includes: a history of character education, what, why and value of character education curricula, relationship to the Standard Course of Study, SACS, Safe Schools, Classroom and school-wide discipline, cultural diversity, and numerous strategies to build a sense of community, motivation, and achievement in the classroom. Audiences for these workshops include teachers, counselors, school administrators, teacher assistants, parents, and support staff.

Develops and delivers workshops for parents, civic groups, faith groups and other community organizations.

Develops and disperses character education marketing materials, i.e., posters, bookmarks, bumper stickers.

Coordinate activities with community groups involving GCS and character education.

Delivers motivational speeches to schools, meetings, and individual classes.

Delivers sample lessons for classroom teachers.

Keeps up to date with character education practices in districts across the state and country.

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Provides ongoing consultation and follow-up training in schools upon request.

Develops and delivers parent workshops in character education.

Communicates character education activities to the media.

Previews and evaluates various character education resources.

Coordinates Character Education Training Team members for presentations on staff development days.

ADDITIONAL JOB FUNCTIONS

Completes all reports, memos, documentation, and other necessary paperwork in a timely and professional manner.

Provides support for schools and regions.

Performs other related work as requested.

MINIMUM TRAINING AND EXPERIENCE

Master’s degree in Education, Education Administration or a related certified area preferred. Experience as a teacher, with program coordination, supervisory experience, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.
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**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

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

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

**KNOWLEDGE, SKILLS AND ABILITIES**

General knowledge of activities performed by character education coordinator.

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General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office equipment.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.

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