



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **International Baccalaureate (IB) Coordinator**

Position Type: Exempt	Department: Schools
Salary Schedule: Exempt	Location: Schools
Salary Range: 5	Reports to: Principal/District Executive Cabinet
Term of Employment: 12 months	Date: December 15, 2017
Shift: Day	Approved by: Human Resources

POSITION SUMMARY:

To coordinate the International Baccalaureate Diploma Program (DP) at Barry Goldwater High School and the International Baccalaureate Middle Years Program (MYP) at Barry Goldwater High School and Paseo Hills K-8 school. He/she will develop and promote understanding and acceptance of IB philosophy in developing an ongoing and successful IB program. The coordinator is responsible for providing information, guidance and administrative support to students (before, during and after their participation in the program), colleagues, the principals and the local community. The coordinator is also responsible for the coordination of all activities related to the DP and MYP.

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

ESSENTIAL FUNCTIONS:

- Provides leadership in the development, implementation and assessment of the IB instructional program, including preparation of a formal annual reflection prepared for the International Baccalaureate Organization (IBO).
- Carries out the necessary tasks outlined in IBO's list of coordinator responsibilities, including payment of invoices, monitoring of assessment deadlines, and dispatch of necessary documentation.
- Ensures that each IB school and its students comply with all applicable IBO regulations and requirements.
- Makes copies of relevant DP and MYP documents available to all staff.
- Counsels students of appropriate option selection.

- In the DP, coordinates the work of the Extended Essay (EE) Coordinator, the Theory of Knowledge (TOK) teacher, and Creativity, Action and Service (CAS) Coordinator. In the MYP, coordinates the Areas of Interaction (AOI) team leaders, the Vertical Subject Articulation team leaders and the Student Project Coordinator.
- Develops and presents marketing/recruitment programs to schools, community and civic groups.
- Prepares and provides for student recognition including MYP Certificates and Diploma Program Diplomas and Certificates.
- Participates fully in the development of each IB school's educational strategy/continuous improvement plan, particularly as it affects the programs for grades 6-12.
- Plans and facilitates articulation of curriculum to ensure alignment with the mission and curriculum requirements of all entities involved: IBO, the State of Arizona, Deer Valley Unified School District (DVUSD), and each DVUSD IB school.
- Ensures that the planning and teaching of the MYP – Areas of Interaction show a coherent development from 6th to 10th grades.
- Oversees the MYP Personal Project (grade 10) and the Extended Essay (grades 11-12) in order to ensure that they are effectively planned and well-executed.
- Oversees IB curriculum review and facilitates curriculum development.
- Prepares IB Program/course descriptions for the *DVUSD Academic Planning Guide*.
- Counsels students and parents on appropriate curriculum/course choices for each IB Program.
- Facilitates student curriculum transition from the MYP to the DP.
- Supports teachers in the development of assessment tools aligned with the IBO, District and schools' policies on assessment.
- Organizes and facilitates all IB final examinations/assessments, including orals.
- Prepares, transmits or ships student IB assessments to examiners on schedule and in a manner as required by IBO.
- Works with teachers to ensure that appropriate moderation of assessment takes place as required by the IBO.
- Ensures that staff is made aware of IB workshop and conference opportunities.
- Plans and facilitates all staff development and IB workshop participation as required by IBO and as necessary for effective program implementation.
- Keeps records of workshop attendance, staff in-service and school visits.
- Leads the orientation of new teachers into the DP and MYP.
- Attends meetings, workshops and conferences as appropriate.
- Assists the principals in identifying resource needs, including staffing and materials.
- Establishes an inventory of resources to facilitate efficient management.

- Prepares annual and long-term program budgets.
- Serves as the official contact/liaison for communications between the IBO and the MYP and DP schools.
- Ensures effective communication and collaboration among all staff members.
- Establishes and publishes an annual calendar/timeline that includes deadlines, events, and meetings pertinent to the IB Programs.
- Conducts parent information sessions.
- Publishes articles pertaining to the DP and MYP in the respective school newsletters.
- Publishes a DVUSD/IB Program information brochure.
- Prepares and circulates all relevant information received from the IBO.
- Prepares and submits documentation required for authorization and evaluation.
- Communicates with the IBO regarding moderation of assessment.
- Acts as the liaison between the schools and the IBO.
- Provides outreach to the wider IB community through Online Curriculum Center (OCC) discussion forums, e-mail and school visits.
- Establishes and maintains links with other IB schools in the region through the Arizona League of IB Schools (AZLIBS).
- Maintains accurate records of all aspects of the IB MYP and DP.
- Communicates with the District Office regarding payments due to IBO.
- Communicates IB examination results, diplomas and certificates to students, school and District administrators.
- Establishes a working office, including appropriate office hours on each IB campus.
- Interviews and recommends for hire applicants for IB teaching positions.
- Effectively determines and clearly communicates instructional goals.
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
- Provides professional development for staff that is related to District goals that promote collaboration.
- Utilizes data to determine adult learning priorities.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Demonstrates knowledge of the alignment of curriculum with Arizona Academic Standards.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
- Assists the staff in understanding and aligning the curriculum content standards.
- Recommends adjustment in curricular, assessment and instructional strategies resulting from the analysis of data.
- Utilizes technology in developing curricular, instructional, and assessment strategies.

- Displays awareness of resources.
- Has an accurate impression of the lessons' effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- Participates in professional development activities.
- Helps to design and implement Professional Development Plans and/or assists teachers in achieving their goals.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need help.
- Works to develop a repertoire of leadership strategies.
- Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
- Applies District policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Must meet any additional specific job requirements as indicated by the school.

MARGINAL DUTIES:

- Other job related duties as assigned by the supervisor.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises Diploma Program Extended Essay advisors and MYP Personal Project supervisors.
- Supervises and/or facilitates the training of IB teachers.
- Supervises the administration of all IB Diploma Program exams.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.

- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must hold a Secondary 7-12 Certificate.
- Must meet all Arizona Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must have appropriate travel documents for travel outside the U.S.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Master's degree (MD) from a four-year college or university.
- Must have a minimum of five years teaching and/or supervisory experience.
- Must have a minimum of three years IB-related experience and/or training.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.