



New Mexico State Personnel Office

2600 Cerrillos Road
Santa Fe, New Mexico 87505-0127

Classification Description

INSTRUCTIONAL COORDINATORS

<u>Class Title</u>	<u>Class Code</u>	<u>Pay Band</u>	<u>Alt Pay Band*</u>
Instructional Coordinators-B	I9031B	55	
Instructional Coordinators-O	I9031O	60	
Instructional Coordinators-A	I9031A	65	

**In accordance with SPB Rule 1.7.4.10 NMAC, the assignment to alternative pay bands shall be reviewed annually to determine their appropriateness.*

Occupation Description

Develop instructional material, coordinate educational content and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Include educational consultants and specialists, and instructional material directors.

Nature of Work

Instructional coordinators play a large role in improving the quality of education in the classroom. They develop curricula, select textbooks and other materials, train teachers, and assess educational programs for quality and adherence to regulations and standards. They also assist in implementing new technology in the classroom. At the primary and secondary school levels, instructional coordinators often specialize in a specific subject, such as reading, language arts, mathematics, or science. Instructional coordinators evaluate how well a school or training program's curriculum, or plan of study, meets students' needs. Based on their research and observations of instructional practice, they recommend improvements. They research teaching methods and techniques and develop procedures to ensure that instructors are implementing the curriculum successfully and meeting program goals. To aid in their evaluation, they may meet with members of educational committees and advisory groups to explore how curriculum materials relate to occupations and meet students' needs. Coordinators also may develop questionnaires and interview school staff about the curriculum. Instructional coordinators find ways to use technology to enhance student learning and monitor the introduction of new technology into a school's curriculum. In addition, instructional coordinators might recommend educational software, such as interactive books and exercises designed to enhance student literacy and develop math skills.

Distinguishing Characteristics of Levels

Note: Examples of Work are intended to be cumulative for each progressively higher level of work. The omission of specific statements does not preclude management from assigning other duties which are reasonably within the scope of the duties.

INSTRUCTIONAL COORDINATORS

Basic

- Employees in this Role assist in the development of teacher education programs, public educational programs, exhibits, projects, and instructional material in an area of specialization.
- Employees evaluate information, recommend improvements, and prepare correspondence concerning areas of responsibility.
- Employees prepare and disseminate educational information, survey needs and deficiencies in all aspects of the school operation, and conduct workshops and other in-service training courses.

Recommended Education and Experience for Full Performance

Associate's Degree in Education or related field and four (4) years of experience in teaching and working with lesson planning and curriculum design.

Minimum Qualifications

High School diploma or GED and two (2) years office administration experience and/or assisting with lesson plan development.

Operational

- Employees in this Role direct student and professional staff organizations; enforce state and federal statutes and regulations, monitor federal projects, participate in the identification of needs relative to teacher certification and preparation, and provide professional advice and assistance in the planning and development of programs.
- Employees are responsible for the design, methods, principles, research, and review of educational programs, services or exhibitions for educators to use in an area of specialization.

Recommended Education and Experience for Full Performance

Bachelor's Degree in Education or related field and two (2) years of experience in teaching and working with lesson planning and curriculum design.

Minimum Qualifications

Associate's Degree in education or training and two (2) years office administration experience and/or lesson plan and curriculum design. Any combination of education from an accredited college or university in a related field and/or direct experience in this occupation totaling four (4) years may substitute for the required education and experience.

Advanced

- Employees in this Role act as a consultant in areas of expertise, evaluate higher education curricula to determine whether certification standards are met and evaluate school programs.
- Employees are responsible for the development, administration and implementation of educational programs, services, exhibits, projects, and instructional material.

Recommended Education and Experience for Full Performance

Bachelor's Degree in Education or related field and three (3) years of experience in teaching and working with lesson planning and curriculum design.

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Minimum Qualifications

Bachelor's Degree from an accredited college or University and two (2) years of experience in teaching and working with lesson planning and curriculum design. Any combination of education from an accredited college or university in a related field and/or direct experience in this occupation totaling six (6) years may substitute for the required education and experience.

Knowledge and Skills

*Note: This information has been produced by compiling information and documentation provided by O*NET. O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.*

Knowledge

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Skills

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

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Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Coordination — Adjusting actions in relation to others' actions.

Instructing — Teaching others how to do something.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Statutory Requirements: N/A

Conditions of Employment: Working Conditions for individual positions in this classification will vary based on each *agency's utilization, essential functions, and the recruitment needs* at the time a vacancy is posted. All requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Default FLSA Status: Non-Exempt. FLSA status may be determined to be different at the agency level based on the agency's utilization of the position.

Bargaining Unit: This position may be covered by a collective bargaining agreement and all terms/conditions of that agreement apply and must be adhered to.

Established: 07/07/2001

Revised: 9/20/2011

**Adapted from the United States Bureau of Labor Statistics and are intended to illustrate the typical education and experience required for this occupation.*

Note: Classification description subject to change. Please refer to the SPO website www.spo.state.nm.us to ensure this represents the most current copy of the description.