



# New Mexico State Personnel Office

2600 Cerrillos Road  
Santa Fe, New Mexico 87505-0127

## Classification Description

### INSTRUCTIONAL COORDINATOR SUPERVISOR

<u>Class Title</u>	<u>Class Code</u>	<u>Pay Band</u>	<u>Alt Pay Band*</u>
Instructional Coordinator Supervisor	I9031S	70	

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

#### **Purpose**

Devotes a substantial portion of time assigning and directly supervising work of at least two (2) full time equivalent employees\*\*, acting upon leave requests, conducting annual performance evaluations and recommending disciplinary actions. Interviewing and recommending selection of applicants and conducting training of personnel. Develops instructional material, coordinates educational content and incorporates 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 Coordinator Supervisor devotes a substantial portion of time assigning and directly supervising work of at least two (2) full time equivalent employees and plays 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**

*The omission of specific statements does not preclude management from assigning other duties which are reasonably within the scope of the duties.*

- Devotes a substantial portion of time assigning and directly supervising work of at least two (2) permanent/full time employees. Acts upon leave requests, conducts annual performance evaluations and recommends disciplinary actions.

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- Conducts training of personnel; may interview and recommend selection of applicants.
- Provides career coaching through mentoring and arranges for outside training opportunities when possible.
- Makes well-informed, effective, and timely decisions and perceives the impact and implications of those decisions.
- Makes point of view in a clear and convincing manner.
- Listens effectively and clarifies information as needed.
- Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
- Writes in a clear and concise manner.
- Develops networks and builds alliance; collaborates across boundaries to build strategic relationships and achieve common goals.
- Builds and manages workforce based on organizational goals, budget considerations, and staffing needs
- Ensures that employees are appropriately recruited, selected, and appraised; addresses performance issues.
- Keeps up to date on occupationally specific technological developments; makes effective use of technology to achieve results.
- 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, one (1) years of which must be supervisory.

### **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**

**Leadership** - Knowledge of leading through influence and persuasion by establishing mutual trust, respect, and loyalty, through shared beliefs, values, and goals; Being cognizant of subordinates' needs, goals, and aspirations, and to carefully consider these personal variables when making decisions.

**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.

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**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

**Leadership** - Displaying attributes that makes employees willing to follow; applying effort to increase productiveness in areas needing the most improvement; establishing a spirit of cooperation and cohesion for achieving goals; making the right things happen on time; providing performance feedback, coaching, and career development to individuals to maximize their probability of success; giving subordinates the authority to get things accomplished in the most efficient and timely manner.

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

**Speaking** — Talking to others to convey information effectively.

**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.

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**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:** Exempt.

**Bargaining Unit:** Not covered

**Established:** 07/27/2012      **Revised:**

*\*\*Means two (2) or any combination of full-time equivalent (FTE) status that equals at least two (2) regular or term status employees in non-temporary positions.*

*\*\*\*Adapted from the United States Bureau of Labor Statistics and are intended to illustrate the typical education and experience required for this occupation. Not to be construed as minimum qualifications.*

*Note: Classification description subject to change. Please refer to the SPO website [www.spo.state.nm.us](http://www.spo.state.nm.us) to ensure this represents the most current copy of the description.*