

Washington West Supervisory Union

Job Description

JOB TITLE: Advisory / PLP Coordinator

FLSA STATUS: Non-Exempt

UPDATED: FY 2014

POSITION OBJECTIVES: To assure effective coordination of the planning and implementation of the advisory program and Personal Learning Plan process.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

Advisory Coordination

- Development of resources to support advisory activities.
- Provide first level support to advisors throughout the school year.
- Support lead TAs in the facilitation of grade level TA meetings toward the goal of continuous improvement of the advisory program (consideration in areas such as curriculum, calendar, program goals, and evaluation process)
- Provide weekly communication to all faculty advisors regarding curriculum, activities, parent communication and monitoring students grades and progress reports.
- Offer programming suggestions.
- Coordinate all communication channels to students, parents, and teachers, for the establishment and maintenance of the vision, goals, and procedures for the advisory program.
- Collect relevant data to inform the needs and responses of our school community.
- Evaluate the effectiveness of the advisory program.
- Provide orientation, training and support to faculty.
- Organize and implement professional development activities for faculty.
- Maintain all documentation for the purposes of program development, implementation, and evaluation.

PLP Coordination

- Support administration in the implementation of the HU Personal Learning Plan Action Plan
- Facilitate the development and refinement of the Personal Learning Plan process including format criteria; student plan development and monitoring; digital portfolio platforms; conferencing and/or other exhibitions of learning.
- In collaboration with administrators, teachers, students and parents develop the resources to support the implementation of Personal Learning Plans including resources to support teacher advisors in assisting students to regularly updating their Personal Learning Plans, progress monitoring, and presenting them.
- Coordinate student led conference sessions with advisors to share Personal Learning Plans with parents/guardians.
- Coordinate other exhibitions of learning as appropriate with students, teachers, parents and community partners.
- Develop communication strategies to students, parents and teachers for the implementation and carrying out of the PLP
- Provide orientation, training and support to faculty.
- Organize and implement professional development activities for faculty.

SUPERVISION RECEIVED: Reports to, evaluated by and receives general administrative and technical direction from the school Co-Principals. May receive some technical direction from the Director of Curriculum, Instruction and Assessment.

SUPERVISORY RESPONSIBILITIES: Assists in the training, planning, and directing of professional development activities related to the general job description; play an advisory role in hiring.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Bachelor’s degree and working knowledge of the Vermont Framework of Standards and the Common Core State Standards as well as knowledge of proficiency-based teaching and learning, personalized learning pathways, and experience with Teacher Advisory programming.
- **Certification and Licenses.** Holds or is eligible to hold a Vermont Teaching License.
- **Language Skills.** Ability to read, analyze and interpret common educational and technical journals, periodicals, procedures and regulations. Ability to respond to common inquiries or complaints from colleagues, students, parents and community partners. Ability to write reports, business correspondence, and procedure manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.
- **Computer Skills and Experience.** Good basic computer skills and experiences with Microsoft office and Google applications.
- **Communication and Interpersonal Skills.** Ability to effectively, efficiently and regularly communicate and work collaboratively with a variety of individuals, including students, peers, supervisors, parents and representatives of outside organizations.

PHYSICAL EFFORT AND STRESS: Physical ability to perform the essential functions of the job as outlined above, in addition to the following; under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle or feel. The employee is occasionally required to reach with hands, arms; climb steps; stoop, kneel or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.