

Instructional Coordinators

Snapshot

Career Cluster(s): Education

Interests: Teaching, leadership, communication, research

Earnings (Median salary 2018): \$64,450 yearly; \$30.98 hourly

Employment & Outlook: Average growth expected

OVERVIEW

Sphere of Work

Instructional coordinators, also known as curriculum specialists, are educational administrators responsible for creating, evaluating, and refining a school's curriculum. Instructional coordinators conduct research, mentor and train teachers to implement new educational tools or policies, and observe students and teachers to evaluate an institution's educational effectiveness. Instructional coordinators are also responsible for setting guidelines for student advancement and are typically tasked with determining when new textbooks, classroom



activities, or technological teaching tools should be integrated into a organization’s curriculum. Nearly 40 percent of instructional coordinators work in elementary or secondary schools, while 16 percent work for colleges or universities. The remaining 44 percent work are divided between positions in federal or state government and private companies.

Work Environment

Instructional coordinators typically work in office environments and usually work full time. Unlike teachers, instructional coordinators typically work year round and, while school is not in session, work on strategies for changing the curriculum and meet with teachers and administrators to implement changes before the start of the next school session. While school is in session, instructional coordinators observe teachers, students, and classes to evaluate the effectiveness of the school or company’s curriculum and also provide mentoring and training for the school’s educational staff.

Profile

Working Conditions: Work Indoors
Physical Strength: Light Work,
Education Needs: Bachelor’s Degree,
Master’s Degree
Licensure/Certification: Required in
some school districts
Opportunities for Experience:
Internship; Student Teaching
Holland Interest Score*: SIE,

* See Appendix A

Occupation Interest

Instructional coordinators are typically former teachers who underwent additional training to become instructional coordinators. Professionals in the field spend much of their work time meeting with teachers or other administrators and should have skill and interest in interpersonal communication. As instructional coordinators are administrators,

entrants to the field should also have an interest in taking a leadership role, which may include serving as a mentor to teachers or junior administrators.

A Day in the Life—Duties and Responsibilities

While school is in session, instructional coordinators may begin work before the start of daily classes, meeting with teachers to discuss any current or future changes to the curriculum. During the day, an instructional coordinator may spend time studying test scores or other metrics used to evaluate student and teacher performance.

Instructional coordinators are also responsible for helping a school to adjust to and comply with state or federal changes to educational policy. On a less regular basis, instructional coordinators may meet with student or parent groups or may attend professional development conferences to learn about new developments in the field.

When class is not in session, instructional coordinators may spend time conducting research. This may include examining tests and evaluations from the end of the previous session, attending conferences, meeting with administrators or government officials, or researching new textbooks and other learning materials. Often, instructional coordinators are asked to take part in an organization's budget and financial planning and a specialist may therefore spend time writing or revising grant proposals or conducting budget reviews of the school's curriculum spending.

Duties and Responsibilities

- **Observing teaching staff to evaluate performance and adherence to curriculum guidelines**
- **Meeting with students and teachers to discuss curriculum changes or to receive input on current policies**
- **Researching and evaluating new educational materials or techniques**
- **Creating training materials and conducting training sessions**
- **Prepare budget proposals for new educational materials or participate in writing grants to obtain curriculum funding**
- **Learning about and implementing any changes to state or federal educational policies**

OCCUPATION SPECIALTIES

Director of Learning Commons

A director of learning commons works at a college or university and oversees tutoring services offered through the university. The individual may be responsible for overseeing a staff of tutors and for communicating with teachers about the supplementary needs of students.

Corporate Training Specialist

A corporate instructional coordinator creates and evaluates training materials used by a corporation to train employees.

Educational Materials Manager

An educational materials manager works for a publisher helping to oversee the creation of textbooks and other educational materials and ensuring that the publisher's materials meet state and federal guidelines.

Government Instructional coordinator

A government instructional coordinator works with the Department of Education and/or state education administrators to manage the implementation of government educational standards in educational materials and school programs.

WORK ENVIRONMENT

Relevant Skills and Abilities

Communication Skills

- Speaking effectively
- Clear and effective writing

Interpersonal/Social Skills

- Being able to work in a team environment
- Communicating with a wide variety of individuals

Organization & Management Skills

- Managing staff
- Conducting performance evaluations
- Training staff to adjust to changes in policies or standards

Research & Planning Skills

- Researching new technologies and materials
- Evaluating current institutional effectiveness

Technical Skills

- Using word processing, digital communication, and spreadsheet software
- Understanding technical and governmental policies and guidelines
- Basic knowledge of budget management

Physical Environment

Instructional coordinators typically work in an office environment, whether they work in a school or for a corporation or governmental organization. Some instructional coordinators may be required to divide their time between more than one location, though most are employed by a single school. Instructional coordinators might also be required to attend conferences on professional development or government standards and travel may therefore be a necessary part of the job for many professionals in the field.

Human Environment

Instructional coordinators are part of a school or organization's administrative staff and often function as mentors and managers of teachers and support staff. Professionals in the field spend time every day in meetings or working closely with students and/or teachers. Depending on the subfield, instructional coordinators may also need to work closely with

government or public officials to align school curriculum with state/federal standards. In addition to attending and conducting meetings and training sessions, instructional coordinators are also typically

asked to communicate through email and telephone and should therefore be comfortable with digital communication.

Technological Environment

Instructional coordinators often use word processing software to create manuals, memos, and other documents to communicate with teachers, students, and administrators. Depending on the details of the position, instructional coordinators might also use desktop publishing software or graphics/photo software to create training or educational materials. Most modern educational environments use personal computers, smart devices, and may also use other kinds of digital educational aides, like smart boards, projectors, and audiovisual equipment. There are also specific software programs designed to help teachers or instructional coordinators design teaching materials and some positions may require specialists to learn how to use these programs.

EDUCATION, TRAINING, AND ADVANCEMENT

Middle and High School

Individuals interested in becoming instructional coordinators should begin by pursuing a career in education. Most instructional coordinators become teachers before transitioning to the field and so benefit from a well-rounded basic education including reading, writing, science, mathematics, and history. As instructional coordinators are typically required to have advanced degrees, high school students should take classes aimed at entering college to pursue a degree in education with the goal of obtaining a post-college degree upon the completion of their Bachelor's level education.

Suggested High School Subjects

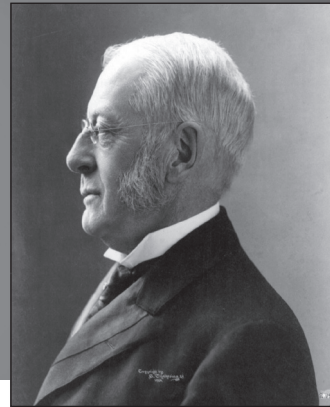
- College Preparatory
- Language Arts
- Mathematics
- Science
- Social Studies

- World Languages
- History
- Introduction to Business
- Introduction to Computers

Famous First

In 1892, the National Education Association (NEA) formed the Committee of Ten, a group of educators and educational administrators, including Charles William Elliot, president of Harvard University, with the intention to create the first standardized curriculum for American high school students. The Committee of Ten's recommendations helped to standardize the typical educational structure in the US, with eight years of elementary school followed by four years of high school, and recommended a set of classes including physics, chemistry, classical studies, mathematics, and English that became part of a basic core curriculum for the entire nation.

Source: www.educationnext.org/the-traditional-high-school/



College/Postsecondary

In most cases, instructional coordinators are required to have a Master's degree, and many educational institutions offer master's programs specifically designed for educational administrators and/or instructional coordinators. Many instructional coordinators first earn bachelor's degrees in education before becoming instructional coordinators, though individuals with bachelor's degrees in other subjects, such as mathematics, history, or English, who go on to obtain teaching certification at the state level may also be eligible for instructional coordinator graduate programs. Instructional coordinator Master's programs are typically considered Masters of Education (M.Ed.) degrees. According to the Bureau of Labor Statistics (BLS) more than 70 percent of those working as instructional coordinators have Master's degrees in education, education administration, or specifically in curriculum design.

Related College Majors

- Education
- Early Childhood Administration

- Elementary Education
- Interdisciplinary Studies
- General Studies
- Speech and Communications
- Special Education
- Science Education

Adult Job Seekers

Individuals who have completed the requisite training will typically need on-the-job experience in a related field before being eligible for an instructional coordinator position. Many instructional coordinators work as teachers or principals before applying for a position as an instructional coordinator. Student teachers may also apply for internship training for instructional coordinator positions. Individuals with requisite education and job experience can also apply directly for open positions.

Professional Certification and Licensure

Some colleges and teacher training institutions offer certification programs specifically designed for teachers or educational administrators looking to transition to curriculum management, though certification is not required in all states or for all positions. Some instructional coordinator positions may also require individuals to pass a state administered teacher's licensing examination or to have completed an educational administration certification program before applying for a position as an instructional coordinator. Requirements for teaching certification and licensing vary by state and educational level. Some instructional coordinator positions require applicants to have prior teaching experience or to have worked for a certain amount of time as an educational administrator before being eligible for an instructional coordinator position.



Additional Requirements

First and foremost, instructional coordinators need to be familiar with all aspects of teaching and educational administration. A working knowledge of state and federal educational standards and guidelines is also essential for the profession. Instructional coordinators should also have familiarity with word processing, spreadsheet preparation,

budget management, and digital communication, as these are tasks frequently used by professionals in the field. In addition, instructional coordinators must be adept at communication and able to comfortably interact with a variety of individuals including students, teachers, teaching support staff, and administrators.

Fast Fact

Curricula in early childhood care and education (ECCE) address the role and importance of curricula in the education of young children, and is “an integral part of the engine ... that makes programs live,” including health and nutrition interventions and prenatal programs.

EARNINGS AND ADVANCEMENT

Salaries for instructional coordinators vary according to region and compensation for professionals in the field can vary significantly between positions. The BLS estimates a median income of 64,450 in May 2018. The lowest 10 percent earned less than \$36,360, and the highest 10 percent earned more than \$102,200.

Median annual wages May 2018

Instructional coordinators: \$64,450

Total, all occupations: \$38,640

**Other education, training, and
library occupations:** \$28,920

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

In May 2018, the median annual wages for instructional coordinators in the top industries in which they worked were as follows:

Government	\$76,970
Elementary and secondary schools; state, local, and private	\$69,900
Educational support services; state, local, and private	\$62,530
Colleges, universities, and professional schools; state, local, and private	\$58,420

EMPLOYMENT AND OUTLOOK

The BLS reported 181,600 individuals employed as instructional coordinators in 2018 and estimates 6 percent growth between 2018 and 2028, which is considered average across all occupations. States and school districts will continue to be held accountable for test scores and graduation rates, putting more of an emphasis on student achievement data. Schools may increasingly turn to instructional coordinators to develop better curriculums and improve teachers' effectiveness. The training that instructional coordinators provide for teachers in curriculum changes and teaching techniques should help schools meet their standards in student achievement. As schools seek additional training for teachers, demand for instructional coordinators is projected to grow.

However, many instructional coordinators are employed by state and local governments. Therefore, employment growth will depend largely on state and local government budgets.

Percent change in employment, Projected 2018–28

Instructional coordinators: 6%

Total, all occupations: 5%

Other education, training, and library occupations: 4%

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Related Occupations

- Elementary, Middle, and High School Principals
- High School Teachers
- Kindergarten and Elementary School Teachers
- Librarians
- Middle School Teachers
- Postsecondary Teachers
- Preschool Teachers
- School and Career Counselors
- Special Education Teachers
- Teacher Assistants

Related Military Occupations

- Military Curriculum Developer

MORE INFORMATION

**American Association for Teaching
and Curriculum (AATC)**

www.aatchome.org

**American Association for the
Advancement of Curriculum Studies
(AAACS)**

www.aaacs.org

**Association of American Colleges &
Universities**

1818 R Street NW
Washington, DC 20009
www.aacu.org

**Association for Supervision and
Curriculum Development (ASCD)**

1703 North Beauregard St.
Alexandria, VA 22311-1714
www.ascd.org

**Education Writer's Association
(EWA)**

3516 Connecticut Avenue NW
Washington, DC 20008
www.ewa.org

**International Association for the
Advancement of Curriculum Studies**

www.iaacs.ca

**National Education Association
(NEA)**

1201 16th Street, NW
Washington, DC 20036-3290
www.nea.org

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