INSTRUCTIONAL SPECIALIST
STANDARD POSITION DESCRIPTION

Classification: Certificated
Location: Assigned School(s)

Reports to: Asst. Superintendent or Director
FLSA Status: Exempt

Bargaining Unit: NTEA

This is a standard position description to be used for certificated Instructional Specialist positions with similar duties, responsibilities, classification and compensation. Instructional Specialists assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The employee is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. Primary responsibility shall include working in leadership roles and providing professional development for teachers. Demonstrated effective classroom practice and the ability to provide for student safety and appropriate team collaboration and attention to each student’s readiness to learn including needed guidance, discipline, and welfare. Employee may teach in a variety of elementary or secondary educational, individual or team teaching, settings. Candidates must have a valid Washington State Teaching Certificate. Successful candidate will work directly with and report to the Assistant Superintendent or program Director.

The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District’s diverse populations.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of the Assistant Superintendent or program Director. The employee’s work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities (depending on specific assignment, duties and responsibilities listed may include, but are not limited to the following):

1. The Instructional Specialist plans for teacher success by providing leadership and support for teachers, principals, and schools. Provides effective professional development workshops/classes. Engages in formal instructional coaching processes following the NTPS coaching model. Facilitates
groups of teachers in work around different district initiatives. Communicates effectively with all constituents, e.g. teachers, administrators, and parents. Supports the implementation of core and strategic instructional programs for all students in the regular classroom. Provides support to teachers and principals in the implementation of research based instruction, assessment, curriculum, and materials.

2. The Instructional Specialist works collaboratively in a professional learning community with principals, teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices. Provides leadership in the communication and implementation of common core state standards and Next Generation Science Standards.

3. The Instructional Specialist will use a variety of high yield teaching strategies that promote student learning by using commonly accepted professional practice (e.g. direct instruction, differentiated instruction, cooperative learning, inquiry-based lessons, etc.) and consistent with school/district approved curriculum and instructional practice. The Instructional Specialist uses research-based instructional strategies in teacher trainings to make the teaching and learning more relevant to students (e.g., contextual learning opportunities).

4. The Instructional Specialist integrates district approved and/or required technology to develop a K-12 plan with common assessments and interventions. Ability to do detailed work and maintain accurate records.

5. The Instructional Specialist may actively participate in district or building level faculty, grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school’s program and to do related work as required. In carrying out these responsibilities, the Instructional Specialist will follow school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the District’s vision.

6. The Instructional Specialist is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the Instructional Specialist suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The Instructional Specialist serves as a positive role model for staff and students and practices the behaviors that are expected of staff and students.

7. The Instructional Specialist will establish a professional growth plan and annually review the plan and progress with the administrator.

8. Required to follow Board policies and stay abreast of updates and changes.

9. Performs other duties as assigned.
Part IV: Minimum Qualifications:

1. Candidates must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).

3. Demonstrated content knowledge for subjects/levels being taught.

4. Ability to effectively communicate with parents, students, and staff verbally and in writing.

5. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.

6. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.

7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.

8. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.

9. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.

10. Skill and ability to utilize technology to aid instruction, assessment and learning.

11. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.

12. Mandatory attendance at essential trainings are required as a condition of employment, some trainings may include out of town travel.

13. Knowledge of the NTPS Coaching Model or willingness to be trained and implement the model.

14. Training in or willingness to be trained in, Data Teams, Formative Assessment, Cooperative Learning, High Yield Instructional Strategies, critical thinking and other NTPS initiatives.

Specific to Science Specialist:

- Collaborate to lead and support the K-5 science plan including professional development, coaching and the use of common assessments and interventions.
- K-2 specialist will also support the development of effective integration of the science, reading and writing primary grade level curriculums.
Specific to Math Specialist:

- Collaborate to develop a K-12 Math plan with common assessments and interventions.

Specific to Reading and Writing Specialist:

- Collaborate to lead and support the K-6 literacy plan including professional development, coaching and the use of common assessments and interventions.
- Knowledge and experience in the implementation of reader’s and writer’s workshop models of instruction.

Specific to English as a Second Language Specialist:

- Collaborate to lead and support the K-12 English language learner sheltered instruction plan including professional development, coaching and the use of ELL common assessments and interventions.
- Knowledge and experience in the acquisition of English as a new language including BICS, CALP, language acquisition theory, cultures of ELLs, and classroom models of implementing effective ELL instruction.

Specific to Early Learning Specialist:

- Collaborate to lead and support the B-3 framework, including Early Learning Initiatives, developmental appropriate practice, WA Kids, full day kindergarten, professional development, coaching and the use of child developmental principles, and the use of common assessments and interventions.

Part V: Desired Qualifications:

1. Willingness to communicate the importance of the North Thurston Public School Strategic Framework and District goals.
2. Bilingual skills
3. Successful experience in a team teaching environment.
4. Successful experience in the grade level(s) and/or content area(s).

Specific to Science Specialist – Elementary teaching and instructional or peer coaching experience preferred. Experience with Reach for Reading, Units of Study, and STEMscopes is preferred for the K-2 Science Integration Specialist.

Specific to Math Specialist:

Secondary: Teaching and instructional or peer coaching experience preferred. Preferred experience or knowledge of NTPS core and strategic math programs.

Elementary: Teaching and instructional or peer coaching experienced preferred. Experience with Connecting Math Concepts, Stepping Stones, Origo Math, and 5 Easy Steps to a Balanced Math Program.
Specific to Early Learning Specialist: Teaching and instructional or peer coaching experience preferred. Experience with DAP, FDK, WA Kids, TS Gold, Creative Curriculum and AEPS.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, move about, hear and speak, and be visually observant of classroom behavior and learning activities.

The employee must regularly lift and carry items weighting up to 25 pounds or more and occasionally lift, restrain, or move up to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.

While performing the duties of this job, the employee may occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The employee may be exposed to infectious disease as carried by students.

The employee may be required to travel in school owned or leased vehicles while supervising and assisting students.