

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER – Assessment and Accountability

POSITION: Instructional Resource Teacher - Assessment and Accountability
(11-month assignment)

REPORTS TO: Assessment and Accountability Officer

LOCATION: Assessment and Accountability

NATURE OF WORK:

This is a professional position with primary responsibilities to include leading staff development, supporting staff creation of Schoology courses, and Schoology management with the Department of Assessment and Accountability. The Assessment and Accountability IRT ensures results-driven instruction for students and assists in the deployment of the Schoology learning management system throughout the school system. The IRT must be able to plan and implement support for all teachers with blended, concurrent learning via the Schoology platform for all students.

ESSENTIAL FUNCTIONS:

- Organize, plan, and implement Schoology support modules for staff.
- Organize, plan, and implement digital integration for the purpose of rigorous and engaging lessons.
- Provide professional development and support for staff based on the areas of strengths and weaknesses of integration with Schoology;
- Organize, plan and provide direct instruction to staff in all aspects of Schoology, including but not limited to: navigation, content creation and storage, concurrent classroom management, grading, and digital integration of rigorous student-facing activities that engage learners;
- Work collaboratively with Schoology Liaisons and site-level administrators to provide support of the usage of Schoology;
- Provide troubleshooting assistance to all staff in the areas of digital integration within Schoology;
- Work in conjunction with other instructional staff to improve the delivery of instruction;
- Participate in system-wide professional development to share at the school-level;
- Works independently to carry out the goals and initiatives set forth by the system;
- Works remotely at various schools and office locations throughout St. Mary's County Public Schools (SMCPS);
- Interacts with staff in 1-on-1, small, and large group settings; and
- Analyzes and interprets data for student learning, professional development, and other areas.

DUTIES AND RESPONSIBILITIES:

- Fluent in Schoology navigation, content creation, and digital integration;
- Fluent in Schoology course and resource builds;
- Differentiate instruction to provide professional development and support based on upon leadership direction that focuses on supporting all teachers with blended, concurrent learning
- Assist the Department of Curriculum and Instruction, Department of Special Education, and other departments and sites in best practices for the use of Schoology.
- Provide troubleshooting assistance to all staff in the areas of digital integration within

Schoology.

- Demonstrate the ability to assess, plan, and implement highly effective instruction in an online environment.
- Demonstrate the ability to differentiate instruction based on staff abilities and interests.
- Ability to relate well to students, colleagues, parents, and the school community.
- Conducts professional development and formal presentations.
- Models the use of technology in instruction and professional development.
- Provides leadership and support in program implementation and prepares required reports in a timely manner.
- Utilizes data to assist staff with developing and refining online and virtual instructional practices to enhance student learning and achievement.
- Collects and analyzes data and feedback from professional development sessions for reflection and refinement.
- Other duties and responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in 2020-2021 school year (through submission of official transcripts);
- Completion of the “Online Teaching in Maryland” Course through MSDE preferred.
- Preference given to candidates who hold one or more of the following:
 - Master’s degree
 - National Board Certified Teacher
 - Google Certified Educator (Level 1, 2, or Trainer)
- Minimum of four years of successful teaching experience using learning management platforms such as Moodle, Blackboard, Google Classroom, etc. **and** use of classroom technologies such as SMARTboards, Promethean Boards, iPads, laptops, etc. ;
- Demonstrate knowledge of current instructional and curricular methodologies, PreK-12, and current standards from the International Society for Technology in Education.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on the EASMC salary schedule for eleven-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Reclass 07.2022

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER -COMMUNITY SCHOOL ELEMENTARY

POSITION: Instructional Resource Teacher for Community School – Elementary
(ten-month assignment)

REPORTS TO: Supervisor of Student Services and Special Programs

LOCATION: George Washington Carver Elementary School

NATURE OF WORK:

This is a professional position to meet the instructional needs of the Community School and school system by effectively delivering instructional programs. The Instructional Resource Teacher for the Carver Community School works with other staff within the school to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction. The Instructional Resource Teacher for the Carver Community School will support instructional strategies and materials for the teaching staff and students who participate in the Community School OST (Out of School Time) and Family Engagement programs.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Analyze assessment data to structure academic interventions designed to meet the needs for student achievement;
- Plan and deliver professional development for instructional staff;
- Participate in Community School meetings;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Ability to relate well to students, colleagues, parents, and community members;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Ability to use technology as an instructional and organizational tool;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional development to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Collaborate with Community School personnel and participate in Community School focus group meetings;
- Assume responsibility for the instructional support of the school's academic programs;
- Support the implementation of instruction through modeling, coaching, and professional development;
- Facilitate collaborative team discussions and other data-based decision-making sessions;
- Work collaboratively with all staff and support service providers within the assigned school;
- Provide leadership in program implementation and prepares required reports in a timely way;
- Model and provide coaching for other staff members, focusing on areas identified through the needs assessment and on identified high-level skills essential for student success;
- Provide mentoring and support for all teachers including OST program staff;
- Provide direct instruction to students for reading, writing, mathematics, and other content areas,

- through small group interventions or extension programs;
- Assist classroom teachers with the administration and interpretation of formal and informal assessments;
 - Conduct professional development and formal presentations on literacy, mathematics, science, and other content areas for parents, teachers, and other colleagues;
 - Serve on the School Improvement Team (SIT) or other school-based leadership teams; and
 - Perform other school-based and system-level responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in current school year (through submission of official transcripts);
- Preference given to candidates who hold a Master's degree in curriculum and instruction or related content area; OR is a National Board-Certified Teacher;
- Minimum four (4) years of successful teaching experience; and
- Letter of recommendation by principal/immediate supervisor dated within the last twelve months.

TERM OF EMPLOYMENT: Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

05.2023

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

COMPLIANCE INSTRUCTIONAL RESOURCE TEACHER

POSITION: Compliance Instructional Resource Teacher

REPORTS TO: Director of Special Education

LOCATION: Department of Special Education

NATURE OF WORK:

This is a professional position to meet the individual needs of students through direct support and consultative support to system administrators and staff to ensure IEPs and supporting documentation is compliant with state and federal regulations.

ESSENTIAL FUNCTIONS:

- Provides training and support to IEP Chairpersons;
- Implements and maintains a compliance database/program for all Special Education students;
- Development of long and short term goals and supports for site based teams to ensure and maintain compliance with State and Federal regulations; and
- Assists with the completion of all Federal, State, and local reports related to compliance and Special Education.

DUTIES AND RESPONSIBILITIES:

- Develops and implements On-Line IEP technical support and training activities to assist schools in addressing identified and ongoing compliance regulations;
- Assists with the completion of all Federal, State, and local reports related to compliance and Special Education;
- Provides On-Line IEP technical training to new special education staff;
- Assists with managing On-Line IEP student data;
- Conducts an ongoing review and analysis of On-Line IEP to determine schools with non-compliance indicators;
- Works with schools in developing a comprehensive compliance review plan, as designated by On-Line IEP Special Education Supervisor;
- Schedules and conducts site visits with appropriate administrative and school staff for compliance self-monitoring; and
- Assists in developing a plan of action to address any identified compliance issues.

QUALIFICATIONS:

- Possess an advanced Professional teacher's certificate with an endorsement on Special Education or Curriculum and Instruction (master's degree preferred);
- Possess curriculum development and instructional leadership experience;
- Possess a minimum of five years successful teaching experience;
- Demonstrate knowledge of Federal, State and local special education policies and regulations;
- Demonstrate highly proficient oral and written communication skills; and
- Evidence of exemplary organizational, human relations and technical skills.

TERM OF EMPLOYMENT:
Full-time ten-month position.

SALARY GRADE RANGE:
The salary for this EXEMPT position will be based on EASMC salary schedule for eleven-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

05.2023

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER ELEMENTARY

POSITION: Instructional Resource Teacher – Elementary
(ten-month assignment)

REPORTS TO: Site Administrator

LOCATION: Various Locations

NATURE OF WORK:

This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs, both virtually and in-person, effectively to ensure student achievement. The Instructional Resource Teacher also works with other staff within individual schools to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction. An Instructional Resource Teacher may be placed in a classroom position on a short-term or long-term basis, as the needs of the system require.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional development to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the instructional support of the school's academic programs;
- Supports the implementation of virtual instruction through modeling, coaching and professional development;
- Facilitates collaborative team discussions and other data-based decision-making sessions;
- Works collaboratively with all staff and support service providers within the assigned school;
- Provides leadership in program implementation and prepares required reports in a timely way;
- Models and provides coaching for other staff members, focusing on areas identified through the staff development needs assessment and on identified high level skills essential for student success;
- Provides mentoring and support for new teachers;
- Provides direct instruction to students for reading, writing, mathematics, and other content areas, through small group interventions or extension programs;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Conducts professional development and formal presentations on literacy, mathematics, science and other content areas for parents, teachers, and other colleagues;
- Serves on the School Improvement Team (SIT) or other school-based leadership teams; and
- Performs other school-based and system-level responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in current school year (through submission of official transcripts);
- Preference given to candidates who hold a Master's degree in curriculum and instruction or related content area; OR is a National Board-Certified Teacher;
- Minimum of four years of successful teaching experience;
- Knowledge of curriculum and staff development;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school wide programs;
- Ability to analyze data to impact instruction;
- Demonstrated ability to integrate technology in both virtual and in-person instruction; and
- Current letter of recommendation by principal/immediate supervisor dated within the last twelve months.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

06.2022

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER – Freshman Academy (Grant-Funded)

POSITION: Instructional Resource Teacher – Freshman Academy (Grant-Funded)
(ten-month assignment)

REPORTS TO: Site Administrator

LOCATION: Chopticon High, Great Mills High, Leonardtown High

NATURE OF WORK:

This is a professional position to meet the instructional goals of the school, the school system, and the ESSER III grant, by delivering instructional programs, both virtually and in-person, effectively to ensure student achievement. The Instructional Resource Teacher also works with other staff within individual schools to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction. This position has a primary focus for working with students, staff, and parents/guardians of students participating in the Freshman Academy at each high school.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional development to share at the school and system level.

DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the instructional support of the school's Freshman Academy program;
- Supports the implementation of all instruction (both in-person and virtual) through modeling, coaching and professional development;
- Facilitates collaborative team discussions and other data-based decision-making sessions;
- Works collaboratively with all staff and support service providers within the assigned school;
- Provides leadership in program implementation and prepares required reports in a timely way;
- Models and provides coaching for other staff members, focusing on areas identified through the grant requirements, staff development needs, and identified student instructional needs;
- Provides mentoring and support for new teachers;
- Provides direct instruction to students for Freshman Academy courses, through whole group, small group, interventions, or extension programs;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Conducts professional development and formal presentations on literacy, mathematics, science and other content as it pertains to Freshman Academy student success for parents, teachers, and other colleagues;

- Serves on the School Improvement Team (SIT) or other school-based leadership teams; and
- Performs other school-based and system-level responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in current school year (through submission of official transcripts);
- Minimum of four years of successful teaching experience;
- Preference given to candidates who hold a Master's degree in curriculum and instruction or related content area; OR is a National Board-Certified Teacher; OR have taught freshman classes
- Knowledge of curriculum and staff development;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school wide programs;
- Ability to analyze data to impact instruction;
- Demonstrated ability to integrate technology in both virtual and in-person instruction; and
- Letter of recommendation by a principal or immediate supervisor.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on the EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER - INCLUSION

POSITION: Instructional Resource Teacher - Inclusion

REPORTS TO: Supervisor of Special Education

LOCATION: Various Locations

NATURE OF WORK:

This is a professional position to meet the individual needs of students through consultative support to staff and families to support progress in the General Education Curriculum.

ESSENTIAL FUNCTIONS:

- Assessment and evaluation of student needs;
- Participation in IEP meetings and ongoing team support meetings;
- Development of long and short-term learning goals and instructional supports;
- Collaborative consultation with staff and families;
- Supports students, families, and school teams to maintain least restrictive environment;
- Collect and analyze data to support case managers for instructional decisions;
- Assist in the development and monitoring of IEP goals and objectives;
- Provides coaching and modeling of best practices for inclusion based on current research;
- Provides professional development to educators and teams on inclusion models, practices, and benefits;
- Knowledge of IDEA disabilities and how they can impact academic achievement and behavior;
- Knowledge of how various disabilities may manifest in the classroom;
- Supports the integration of grade-level curriculum and classroom expectations; and
- Share knowledge of special education and general education instructional resources and structures.

DUTIES AND RESPONSIBILITIES:

- Ensure that staff and families have the necessary support to allow for IEP goals and objectives to be generalized across all settings and are implemented appropriately;
- Collaborate with the IEP Team to ensure students have access to developmentally appropriate activities and grade-level curriculum;
- Provide positive communication to team members and families about student progress and achievement;
- Assist with the collection and analyzing of data to monitor progress;
- Conduct school training as determined by the IEP;
- Make recommendations to school-based and central office administrators regarding student and staff needs;
- Collaborate with general/special educators to disseminate information about student needs based on intervention data;
- Utilize data to determine the most effective classroom supports (academic/developmental/behavioral/social) for interactions with staff and peers;
- Recommend modifications and scaffolding necessary for each student to access their instruction;

- Communicate positively with families on student progress; and
- Collaborate and communicates with outside agencies regarding student, staff and family supports.

QUALIFICATIONS:

- Possess a Bachelor's degree in education.
- Current Maryland teaching certification required; and
- Special Education endorsement preferred.

TERM OF EMPLOYMENT:

Full-time eleven-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule for eleven-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Revised May 2023

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER – TEACHER INDUCTION AND MENTORING

POSITION: Instructional Resource Teacher - Teacher Induction and Mentoring
(ten-Month Assignment)

REPORTS TO: Chief Strategic Officer

LOCATION: Office of Strategic Planning and Communications

NATURE OF WORK:

This is a professional position with primary responsibilities to include designs, delivers, and evaluates new teacher induction support programs with the Office of Strategic Planning and Communications.

ESSENTIAL FUNCTIONS:

- Designs, delivers, and evaluates new teacher induction support programs.
- Coordinates new teacher professional development activities and programs.
- Facilitates pre-service placement and future teacher programs with college partners.
- Utilizes technology to support professional development efforts.
- Works independently to carry out the goals and initiatives set forth by the system.
- Works remotely at various schools and office locations throughout St. Mary's County Public Schools (SMCPS).
- Interacts with staff in 1-on-1, small, and large group settings.
- Analyzes and interprets data for student learning, professional development, and other areas.

DUTIES AND RESPONSIBILITIES:

- Assists the with system-wide new teacher professional development.
- Participates on system, state, and community initiatives relative to staff or professional development.
- Supports non-tenured/new teacher professional development for schools aligned with school improvement plans, and in collaboration with all other school system departments and offices.
- Facilitates non-tenured/new teacher induction, including mentoring, virtual learning experiences, and seminars in collaboration with other departments.
- Assists in coordinating continuing professional development programs and experiences as appropriate.
- Models and provides coaching for other staff members, focusing on areas identified through the staff development needs assessment and on identified high level skills essential for student success.
- Conducts professional development and formal presentations.
- Models the use of technology in instruction and professional development.
- Provides leadership and support in program implementation and prepares required reports in a timely manner.
- Utilizes data to assist staff with developing and refining instructional practices to enhance student learning and achievement.

- Collects and analyzes data and feedback from professional development sessions for reflection and refinement.
- Maintains and manages a budget for professional development, induction, and mentoring.
- Other duties and responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in 2020-2021 school year (through submission of official transcripts);
- Preference given to candidates who hold a Master's degree **OR** is a National Board Certified Teacher;
- Minimum of four years of successful teaching experience;
- Demonstrate knowledge of current instructional and curricular methodologies, PreK-12, and current research related to staff development.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER – MIDDLE ENGLISH

POSITION: Instructional Resource Teacher-Middle English
(ten-month assignment)

REPORTS TO: Principal

LOCATION: To Be Determined

NATURE OF WORK: This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs effectively to ensure student achievement. The Instructional Resource Teacher also works with other staff within individual schools to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction. An Instructional Resource Teacher may be placed in a classroom position on a short-term or long-term basis, as the needs of the system require.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional development to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the instructional support of the school's academic programs;
- Supports the implementation of virtual instruction through modeling, coaching and professional development;
- Facilitates collaborative team discussions and other data-based decision-making sessions;
- Works collaboratively with all staff and support service providers within the assigned school;
- Provides leadership in program implementation and prepares required reports in a timely way;
- Models and provides coaching for other staff members, focusing on areas identified through the staff development needs assessment and on identified high-level skills essential for student success;
- Provides mentoring and support for new teachers;
- Provides direct instruction to students for reading, writing, and other content areas, through small group interventions or extension programs;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Conducts professional development and formal presentations on literacy, and other content areas for parents, teachers, and other colleagues;
- Serves on the School Improvement Team (SIT) or other school-based leadership teams; and
- Performs other school-based and system-level responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in the current school year (through submission of official transcripts);
- Preference given to candidates who hold a Master's degree in curriculum and instruction or related content area; OR is a National Board-Certified Teacher;
- Minimum of four years of successful teaching experience;
- Knowledge of curriculum and staff development;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school wide programs;
- Ability to analyze data to impact instruction;
- Demonstrated ability to integrate technology in both virtual and in-person instruction; and
- Current letter of recommendation by principal/immediate supervisor dated within the last twelve months.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER – MIDDLE SCHOOL MATHEMATICS

POSITION: Instructional Resource Teacher – Middle School Mathematics
(ten-month assignment)

REPORTS TO: Principal

LOCATION: To Be Determined

NATURE OF WORK: This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs effectively to ensure student achievement. The Instructional Resource Teacher also works with other staff within individual schools to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction. An Instructional Resource Teacher may be placed in a classroom position on a short-term or long-term basis, as the needs of the system require.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional develop to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the instructional support of the school's academic programs;
- Facilitates collaborative team discussions and other data-based decision-making sessions;
- Works collaboratively with all staff and support service providers within the assigned school;
- Provides leadership in mathematics program implementation and prepares required reports in a timely way;
- Models and provides coaching for other staff members, focusing on areas identified through the staff development needs assessment and on identified high level skills essential for student success;
- Provides mentoring and support for new teachers;
- Provides direct instruction to students for mathematics and other content areas, through small group interventions or extension programs;
- Assists classroom teachers with the administration and interpretation of formal and informal assessments;
- Conducts professional development and formal presentations on mathematics and other content areas for parents, teachers, and other colleagues;
- Serves on the School Improvement Team (SIT) or other school leadership team(s); and
- Performs other school-based and system-level responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in 2018-2019 school year (through submission of official transcripts); **OR** a master's degree **OR** National Board Certification, required;

- Bachelor's or Master's Degree in Mathematics, preferred;
- Minimum of four years of successful mathematics teaching experience;
- Knowledge of mathematics curriculum and staff development;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school wide programs;
- Ability to analyze data to impact instruction;
- Demonstrated ability to integrate technology in instruction; and
- Current letter of recommendation by principal/immediate supervisor dated within the last twelve months.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER FOR TRANSITION

POSITION: Instructional Resource Teacher for Transition

REPORTS TO: Supervisor of Special Education

LOCATION: Department of Special Education

NATURE OF WORK:

The Instructional Resource Teacher for Transition interacts with central administration personnel, school-based administrators and staff to plan, facilitate, and implement transition needs and activities for students with disabilities.

ESSENTIAL FUNCTIONS:

- Provides leadership and training to secondary special education staff and administration in the development and implementation of person-centered transition plans that are in compliance with federal, state, and local mandates for students 14 years of age and older;
- Provides students with disabilities information and guidance regarding post-secondary education or training that might include employment, adult education programs, college, technical, vocational or on-the-job training programs within the community;
- Facilitates communication among home, school, community and state agencies;
- Supports school-based special education departments to build their capacity to interpret and apply policies and procedures and the provision of transition services to students with disabilities;
- Develops and oversees grants related to transition;
- Implements and maintains a post-secondary transition compliance database for special education students;
- Participates on county and state advisory boards regarding disabilities, employment, postsecondary education, training, etc.;
- Maintains current information on transition laws and policies in education, workforce development, and adult service agency changes/updates; and
- Coordinates transition fairs for county students and parents.

DUTIES AND RESPONSIBILITIES:

- Facilitates linkage between students with disabilities and outside agencies as required by the IEP process;
- Assists students with disabilities and their families with the identification and selection of an adult service provider;
- Assists Special Education staff in assessing and determining the required work and daily living skills necessary for individual students with special needs to lead a meaningful adult life;
- Assists school staff with student referrals to outside agencies as dictated by the IEP;
- Analyzes potential work sites and match students as appropriate;
- Develops programs to increase student awareness of post-secondary opportunities;
- Provides informational and training workshops for students and families regarding community awareness and the transition process;
- Collaborates and builds relationships and partnerships with community businesses;
- Provides training and support to job coaches;

- Participates in MSDE committees/meetings related to the transition process;
- Collaborates with a range of state and community organizations to ensure appropriate supports and opportunities are available to students/parents as they prepare for college, the workforce, community or other postsecondary experiences;
- Assists students and parents with the application for programs such as Division of Rehabilitation Services, Developmental Disabilities Administration, and Behavioral Health Administration;
- Assists in providing transition assessment materials to secondary special education students and teachers;
- Assists school teams and students with the development of appropriate postsecondary goals and self-advocacy skills;
- Facilitates and conducts professional learning activities for school-based staff members as needed; and
- Provides parent information sessions to assist families in locating community resources to support their children's transition to college, career and/or community.

QUALIFICATIONS:

- Possess an advanced professional teacher's certificate with an endorsement in Special Education or Transition (master's degree preferred);
- Possess curriculum development and instructional leadership experience;
- Possess a minimum of five years successful teaching experience;
- Demonstrate in-depth knowledge of federal, state, and local special education laws, policies and procedures as well as state and Federal guidelines for the educational requirements of students with disabilities as relating to transition;
- Demonstrate highly proficient oral and written communication skills; and
- Demonstrate proficiency in the utilization of the Maryland Online IEP System regarding the transition process.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

Instructional Resource Teacher – Virtual Academy

POSITION: Instructional Resource Teacher – Virtual Academy

REPORTS TO: Supervisor of Virtual Learning

LOCATION: Virtual Academy

NATURE OF WORK:

This is a professional position to meet the instructional goals of the Virtual Academy and school system by delivering and supporting instructional programs to ensure student achievement. The Instructional Resource Teacher also works with other staff within individual schools and offices to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction. This position requires knowledge of student learning, the ability to work with a variety of subjects and grade levels and to provide direct instruction to students in-person and virtually. An Instructional Resource Teacher may be placed in a classroom position on a short-term or long-term basis, as the needs of the system require.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences in all grade levels;
- Provide guidance to students to promote educational development and welfare;
- Provide care and protection of school property;
- Supervise student activities on-site or online;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Provide in-person learning opportunities for students when needed;
- Participate in parent/guardian conferences on-site or virtual as necessary;
- Support the administration with maintaining an inviting and effective physical educational environment for the Virtual Academy;
- Collaborate with Virtual Academy staff to offer support for parents/guardians of virtual students;
- Work in conjunction with other instructional staff to improve the delivery of instruction;
- Deliver focused virtual instruction to individual students, small groups of students, or an entire class;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to develop and implement school-wide programs;
- Ability to analyze data to impact instruction;
- Participate in system-wide professional development to share at the school level; and
- Report to work daily and on time.

DUTIES AND RESPONSIBILITIES:

- Assist with the development and implementation of virtual curriculum and assessments to include Edgenuity;
- Implement professional development for the SMCPs Virtual Academy aligned with school improvement plans and the St. Mary's County Public Schools' Master Plan;
- Provide coaching for staff members, focusing on all content areas;
- Assist staff members with Individualized Virtual Learning Plan (IVLP's); 504's and IEP implementation;
- Liaison with home-school sites for all SMCPs Virtual students;
- Liaison, coordinate, and manage all HHT, IAEC, and AEP responsibilities;

- Provide leadership for SMCPS Virtual staff and helps create manageable student-needs schedules;
- Model and team teach with other staff members, focusing on areas identified through professional development needs;
- Assist classroom teachers and administrators with the analysis and interpretation of assessment data to determine instructional and professional development needs;
- Conduct formal presentations for parents, teachers, and other colleagues;
- Provide leadership in program implementation and prepares required reports in a timely manner;
- Provide leadership to develop and implement instructional programs targeted to assist student groups;
- Participate in system, state, and community initiatives relative to all mandated assessments;
- Collaborate with other IRTs and assists with other content areas as needed; and
- Other duties and responsibilities as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in the current school year (through submission of official transcripts);
- Preference is given to candidates who hold a Master’s Degree in Education; OR is a National Board Certified Teacher;
- Preference will be given to candidates who have completed MSDE Online Teaching in Maryland OR Google Certified OR who have taken the SMCPS Understanding Blended and Remote Learning Course;
- Minimum of four years of successful teaching experience;
- Demonstrated successful online teaching experience with measurable student growth;
- Demonstrated knowledge of learning management systems, educational technology platforms, online learning and the ability to integrate into instruction; and
- Letter of recommendation by principal/immediate supervisor.

TERM OF EMPLOYMENT:

Ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

05.2023

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER – VIRTUAL LEARNING OPPORTUNITIES

TITLE: Instructional Resource Teacher – Virtual Learning Opportunitites

REPORTS TO: Supervisor of Virtual Learning

LOCATION: Department of Assessment and Accountability

NATURE OF WORK:

This is a professional position assigned to the Department of Assessment and Accountability serving under the Chief Academic Officer with the primary responsibility of leading and support staff with all district wide Educational Technology platforms including (but not limited to) Schoology, Edgenuity, Clever, Kami, EdPuzzle. The IRT ensures results-driven instruction for students and assists in the deployment of all Educational Technologies approved by St. Mary's County Public Schools (SMCPS). The incumbent must be able to plan and implement professional development and supports for all teachers to ensure student mastery through blended instruction. Support includes helping with technical components of the platforms along with best practices for integrating content and curriculum, analyzing data, and making sound instructional decisions to ensure student achievement.

ESSENTIAL FUNCTIONS:

- Directs and evaluates student virtual learning experiences;
- Organizes, plan, and implement digital integration for the purpose of rigorous and engaging lessons;
- Provides professional development and support for staff based on the areas of strengths and weaknesses of integration with Schoology and other only educational technology platforms;
- Provides guidance to students to promote virtual education development and welfare;
- Supervises student activity on virtual platforms;
- Plans and coordinates the virtual instructional program in accordance with the current curricula and chosen SMCPS virtual platform(s);
- Works in conjunction with other instructional staff to improve virtual and blended learning;
- Develops and conducts professional development to support virtual and blended learning;
- Understands Maryland Career and College Readiness Standards, K-12;
- Provides teachers with relevant data on student performance and growth and helps make adjustments to instruction that complements the student's home-life balance;
- Responds to staff needs, addressing challenges with implementation, to support virtual and blended learning;
- Fluent in virtual learning platforms used and adopted by SMCPS;
- Possess knowledge of Standards-Based and traditional numeric grading;
- Works collaboratively with School based Liaisons and site-level administrators to provide support of the usages of Schoology and other educational technology platforms;
- Works in conjunction with other instructional staff to improve the delivery of instruction;
- Participates in system-wide professional development to share at the school-level;
- Works remotely at various schools and office locations with a primary assignment of the Virtual Academy
- Interacts with staff in 1-to-1, small, and large group settings;
- Analyzes and interprets data for student learning, professional development, and other areas;
- Possess the ability to relate well with students, colleagues, parents, and staff;
- Possess the ability to learn and support new and evolving technologies;
- Organizes, plans, and provides direct instruction to staff to navigate virtual learning platforms; and

- Relates well to students, parents, colleagues, and the school community.

DUTIES AND RESPONSIBILITIES:

- Differentiates instruction to provide professional development and support based upon leadership direction that focuses on supporting all teachers with blended, concurrent learning;
- Provides staff professional development on virtual learning platforms;
- Understands Maryland Career and College Readiness Standards, K-12;
- Provides teachers with relevant data on student performance and growth and helps make adjustments to instruction that complements the student's home-life balance;
- Responds to staff needs for professional development for virtual and blended learning;
- Provides support through the challenges of virtual and remote teaching and learning;
- Assists the Department of Curriculum and Instruction, Special Education, and other departments and sites in best practices for virtual and blended learning;
- Models the use of technology in instruction and professional development;
- Works collaboratively with school administrators to provide support for online learning;
- Works collaboratively with other instructional staff to improve the delivery of virtual and blended instruction;
- Analyzes and interprets data for student learning, professional development, and other areas to support virtual and blended learning;
- Supports alternative virtual pathways such as Edgenuity for original credit and/or course recovery;
- Supports students accessing alternative virtual options such as those participating in a blended, 80/20 environment for original credit;
- Demonstrates the ability to assess, plan, and implement highly effective instruction in a virtual environment; and
- Conducts other duties as assigned.

QUALIFICATIONS:

- Possess an Advanced Professional Certificate (APC);
- Minimum of 4 years of successful teaching experience, using learning management platforms such as Moodle, Blackboard, Schoology, Google Classroom, etc, **and** use of classroom technologies such as SMART boards/SMART IQ, Promethean Boards, iPads, laptops, etc., in addition to using educational technologies such as Edgenuity, EdPuzzle and/or Kami; and
- Have completed the MSDE Course - *Online Teaching in Maryland* (OTM) **OR**
- Obtained the Google for Education Certified Educator Level 1.

TERM OF EMPLOYMENT:

Full-time eleven-month position

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on the EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

06.15.2023