

## 27J SCHOOLS ADMINISTRATIVE POSITION JOB DESCRIPTION

**Job Title:** Instructional Specialist (Literacy, Math, Intervention, ELL, Behavior)  
**Last Modified:** June 10, 2018, Reviewed December 2020  
**Work Year:** 205 Paid Days  
**Department:** Student Achievement  
**Reports To:** Director of Student Achievement

**POSITION SUMMARY:** School District 27J is currently seeking an Instructional Specialist. This job description serves to function for Instructional Specialists including Intervention, Literacy, Behavior, Math and ELL. This is a full-time or 1.0 FTE, position, for 205 contract days per year.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Coaches teacher leaders, teachers (regular education/special education) and administrators in leading district initiatives regarding intervention programming, educational pedagogy, and improved instruction toward increased student learning. Collaborates with principals on supporting individual teacher development and improvement.
2. Leads and facilitates the curriculum design process including 27J common instructional frameworks and district common assessments. Working with principals and school leadership teams on implementation.
3. Collaborates with the Student Achievement Division in the development of curricular goals, assessments of those goals, and will be responsible for the monitoring of effective programming for at-risk students and the academic interventions used in support.
4. Facilitate and further develop problem solving teams in schools, and the processes/procedures used to identify and support students who are falling behind.
5. Leads the decision-making process for the selection of intervention programs, materials, assessments to ensure alignment towards district goals and objectives.
6. Design and implement high quality professional development that supports a continuum of services to support academic achievement for at risk students by:
  - a. Provide coaching/training/follow-up/feedback to academic interventionists to ensure that there is appropriate understanding and practice between curricular goals, assessments used, and the instructional strategies are promoting student learning.
  - b. Provide coaching/training/follow-up to school leaders who are responsible at-risk student programming ensuring that the processes and systems within the school are thoughtful and supportive toward quality instruction in the academic core, and that identification, programming, and additional instructional supports are available for students that need them.
7. Serves as the supervisor/evaluator for any teacher on special assignment (TOSAs) working within the department.
8. Serves at 27J liaison to CDE and responsible for state reporting.
9. Facilitates effective communication throughout the district and community such as, supporting the 27J webpage, district-wide and community engagement, and works as liaison between schools, departments, and the Student Achievement Division.

### EXPERIENCE AND ACADEMIC PREPARATION:

- Master's Degree in an educationally related field required.

- Must have, or have the ability to obtain within 3 years of hire date (must demonstrate progress towards completion), a current Principal and/or Educational Leadership license from the Colorado Department of Education.
- Required: a minimum of 5 years classroom experience at any grade level.
- Required: experiences with struggling learners, with an understanding of special education.
- Preferred: experiences at multiple grade levels.
- Preferred: expertise in the use of technology and its integration within the classroom.
- Preferred: Instructional Coaching experience.

EQUIPMENT USED: Telephone, computer, facsimile machine, copiers, printers, audio/visual equipment and other business related equipment.

PHYSICAL REQUIREMENTS:

1. Ability to grasp and manipulate office equipment and other similar tools and equipment.
2. Ability to participate in routine conversation in person or via telephone.
3. Ability to distinguish small objects at near distances.

ENVIRONMENTAL CONDITIONS: The majority of this position's duties are performed inside. Position has little or no exposure to adverse weather or environmental conditions.

OTHER REQUIREMENTS:

1. Ability to understand, exchange, and present verbal information/instruction with others of varied backgrounds.
2. Ability to read and understand written materials.
3. Ability to translate verbal communication into effective written material, e.g. reports and other documents.
4. Ability to summarize written material into effective verbal communication, e.g. oral reports to groups or individuals.
5. Ability to remember situations, details, laws, regulations, procedures, policies, and the like.
6. Ability to understand and perform mathematical computations.
7. Ability to apply problem solving skills in developing solutions for unanticipated issues and challenges.
8. Ability to conceptualize and apply analytical skills.
9. Ability to identify conflict and take the steps necessary to resolve the issues.
10. Ability to understand and apply organizational theories and practices in the administration of policies, procedures, programs and communications.

The above statements are intended to describe the general nature and level of work performed. They are not intended as an exhaustive list of all responsibilities, duties and skills required of the high school principal position. This job description is not intended to create any expressed or implied contract of employment or expectancy of continued employment for any definite term.