



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

Job Description/Evaluation

Date: [REDACTED] Revised 09/05/23

Employee Name: [REDACTED]

Employee ID #: [REDACTED]

Department: Curriculum & Instruction

Title: Specialist, Must choose from drop down list

FLSA Status: Exempt

Date Revised: 4/14/2023

Pay Grade: 5 –226 Days

Contract Type: Chapter 21

Reports To: As assigned by the Chief Academic Officer
(This position is categorized as contractual under the BISD Board Adopted Employment Policy DCB Legal)

RESPONSIBILITY: The role of the Specialist is to provide leadership in the area of English Language Arts and Reading, Mathematics, Science and/or Social Studies and work with other specialists in prescribing scientifically, research-based strategies, techniques and procedures especially for campuses identified as Stage One and above under AYP/School Improvement to assure that the curriculum shall be in compliance with the requirements as set forth through local, state and federal policies and guidelines, coordinating activities in this division with the instructional and administrative services in a manner consistent with Board Policy and consistent with statutes and standards of regulatory agencies to support a reduction in the retention rate and increase the graduation rate.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to satisfactorily perform each essential function as listed in the evaluation portion of this document. The requirements listed below are representative of the knowledge skill, and/or ability required to perform the essential functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PREREQUISITES:

- * Master's Degree
- * Valid Texas Teacher's Certificate
- * Three (3) years teaching experience.

PREFERRED:

- * Degree in Education or Curriculum & Instruction
- * Valid Texas supervisor, Administrator; Mid-Management; or Principal Certificate;
- * Experience as Resource Teacher or Coordinator
- * Knowledge of curriculum planning, testing and evaluation;
- * Knowledge of Objective-Based Curriculum System;
- * Experience in in-service training; and
- * Experience in effecting teaching research.

LANGUAGE SKILLS: Ability to read and analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES: Ability to apply personal computer and spreadsheet skills. Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on District and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands 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 regularly required to sit and talk or hear. The employee frequently is required to walk, to stand and reach with hands and arms. Frequent writing is required. Specific vision abilities required by this job include close vision, color vision, and depth perception. The employee must be able to attend meetings in the evening and at other locations. Some driving and travel is required. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

COMMENTS

This document describes the various responsibilities and competencies expected of the **Specialist**. It is also designed to serve as an evaluation form. When used for this purpose, the evaluator will input a number in the scale to the right of each statement. An overall performance rating scaled from 4-1, as shown below, will be utilized. You must justify in the comments section for rating 1,2 or 4.

Performance shall be evaluated as follows:

- 4 Exceeds Expectations: (Yes) If performance **excels** in some major areas
- 3 Meets Expectations: (Yes) If the performance **meets** expectations
- 2 Below Expectations: (NI) If the performance **needs improvement** in some major areas
- 1 Unsatisfactory: (No) If the performance is **clearly not acceptable** in some major areas.

NOTE: YOU MUST JUSTIFY IN THE COMMENTS SECTION FOR RATING 1,2 OR 4.

SCALE

Performance Responsibilities: Each performance responsibility area shown below may be utilized in evaluating the performance of the individual within the responsibility area.

Y	NI	N	
1.0 INSTRUCTIONAL MANAGEMENT			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Provides leadership and coordination in English, Language Arts and Reading, Math, Science and/or Social Studies curriculum & instruction, prescribing scientifically, research-based strategies, techniques and procedures to assure that the curriculum for district schools identified under AYP/School Improvement, shall be in compliance with the requirements as set forth through local, state and federal policies and guidelines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Collaborates with campus Dean of Instruction identified as Stage One and above under AYP/School Improvement to identify needs and design a Campus Instructional Focus Plan (CIFP) that aligns the curriculum and assessment categories identified for improvement to ensure the rise in achievement for economically-disadvantaged, low-performing students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Conducts monthly meetings with Dean of Instruction from campuses identified Stage One and above under AYP/School Improvement to assess improvement toward the attainment of goals defined in the CIFP.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Conducts English Language Arts and Reading, Math, Science and/or Social Studies teacher training during conference periods at least once a month at campuses identified as Stage One and above under AYP/School Improvement on assessment categories identified as needing improvement in the CIFP.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Models English Language Arts and Reading, Math, Science and/or Social Studies lessons in teachers' classrooms identified by the campus Principals and Dean of Instruction as in need of supplemental assistance (in addition to that provided by Dean of Instruction) to increase scores for economically disadvantaged, low-performing students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Conducts team teaching with teachers identified as in need of assistance as a follow-up to the modeling lesson previously presented in order to reinforce, modify and ensure the proper technique for lesson delivery.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Conducts teacher observations at campuses identified as Stage One and above under AYP/School Improvement to follow-up and ensure proper implementation of ELAR, Math, Science and/or Social Studies scientifically, research-based strategies introduced at professional development that target identified student needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Exhibits skills in planning, organizing and directing various activities through the creation of a calendar that shows all scheduled campus training and the skills being addressed per training.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Assists, coordinates and works with other Curriculum/Instructional Specialists for elementary and secondary campuses identified as Stage One and above under AYP/School Improvement to determine how to enhance and follow up on C&I scheduled ELAR, Math, Science and/or Social Studies trainings to address the identified needs in each Campus Instructional Focus Plan .

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

Y	NI	N	
2.0 SCHOOL/ORGANIZATIONAL CLIMATE			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Utilizes ELAR, Math, Science and/or Social Studies disaggregated data of student performance for campuses identified as Stage One and above under AYP/School Improvement to develop, devise and update curriculum and align assessment categories identified for improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Reviews, analyzes and evaluates scientifically research-based ELAR, Math, Science and/or Social Studies supplemental materials that will enhance learning and achievement opportunities for economically disadvantaged, low-performing students and makes recommendations concerning these materials to the appropriate personnel.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- 2.3 Demonstrates ability to communicate effectively both in oral and written manner.
- 2.4 Accepts and performs additional school-related ELAR, Math, Science and/or Social Studies assignments for campuses identified as Stage One and above under AYP/School Improvement as may be requested by the C&I Department Director in a positive and efficient manner.
- 2.5 Generates data-based ELAR, Math, Science and/or Social Studies reports on progress made in assessment categories identified for improvement for campuses identified as Stage One and above under AYP/School Improvement that will serve as the basis for further monthly trainings as described in the Campus Instructional Focus Plan.

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

3.0 SCHOOL/ORGANIZATIONAL IMPROVEMENT

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| Y | NI | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.1 Works with the district and campus administrators, other instructional specialists and campus Deans of Instruction for campuses identified as Stage One and above under AYP/School Improvement to coordinate supplemental ELAR, Math, Science and/or Social Studies curriculum development activities that will enhance the achievement opportunities for economically disadvantaged, low-performing students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.2 Works with district and campus administrators, other instructional specialists, and department chairpersons in coordinating the requisitioning of supplemental scientifically, research-based ELAR, Math, Science and/or Social Studies materials for campuses identified as Stage One and above under AYP/School Improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.3 Provides campus administrator, Dean of Instruction, teachers and district personnel with data-driven ELAR, Math, Science and/or Social Studies reports that support the achievement of goals and assessment categories identified in the individualized Campus Instructional Focus Plans. |

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

4.0 PERSONNEL MANAGEMENT

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| Y | NI | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.1 Assesses campus curriculum needs, for campuses identified as Stage One and above under AYP/School Improvement: plans, coordinates and provides professional development in ELAR, Math, Science and/or Social Studies training as designed under the individualized Campus Instructional Focus Plans. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.2 Plans and maintains clear and accurate records of turn-around trainings based on meetings, seminars and conferences attended that focused on improving the assessment categories identified for improvement in the individualized CIFPs. |

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

5.0 ADMINISTRATION AND FISCAL/FACILITIES MANAGEMENT

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| Y | NI | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1 Writes, updates and revises curriculum and resource guides to comply with the state essential knowledge and skills to include targeted district assessment categories identified for improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2 Prepares and submits to campus and district personnel including Federal Programs in a timely manner various types of reports relative to the campuses identified as Stage One and above under AYP/School Improvement with documented improvement made toward the achievement of goals and assessment categories identified for improvement in CIFPs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.3 Keeps clear and accurate records on file regarding use of disaggregated data, professional development sessions provided (agendas, sign in sheets, presentation notes), modeling lessons (times, dates, teacher names, lesson), team-teaching opportunities provided, and observations made to support attainment of goals and assessment categories described in individualized CIFPs for all campuses served. |

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

Y NI N

6.0 STUDENT MANAGEMENT

6.1 Plans, implements, supervises and/or participates in district academic competitions and/or events as appropriate.

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

Y NI N

7.0 SCHOOL/COMMUNITY RELATIONS

7.1 Demonstrates cooperation and flexibility in working with various components of the school and community in an effort to support and enhance the learning opportunities for all economically disadvantaged, low-performing students.

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

Y NI N

8.0 PROFESSIONAL GROWTH AND DEVELOPMENT

- 8.1 Attends board meetings and participates effectively as requested.
- 8.2 Maintains knowledge of current practices and trends relative to ELAR, Math, Science and/or Social Studies, assessment categories, school improvement, enhancing student achievement by reading current literature, attending meetings and seminars.
- 8.3 Exhibits punctuality and dependability in attending meetings and reading communication documents.
- 8.4 Displays initiative.

COMMENTS REQUIRED FOR RATING OF 1,2 OR 4:

Overall Rating

OVERALL PERFORMANCE RATING = SUMS OF EACH CRITERIA DIVIDED BY THE NUMBER OF DESCRIPTORS PER CRITERIA.

DOMAINS 1-8

Criteria Descriptors	$\frac{1.0}{9}$	+	$\frac{2.0}{5}$	+	$\frac{3.0}{3}$	+	$\frac{4.0}{2}$	+	$\frac{5.0}{3}$	+	$\frac{6.0}{1}$	+	$\frac{7.0}{1}$	+	$\frac{8.0}{4}$
Total Criteria Sum Descriptors	0		0	+	0	+	0	+	0	+	0	+	0	+	0
Performance Average (by criteria)	0.00	+	0.00	+	0.00	+	0.00	+	0.00	+	0.00	+	0.00	+	0.00

OVERALL PERFORMANCE RATING = **0** (is the sum of performance averages)

Total Rating Range	Performance
28 - 32	Exceeds Expectations
20 - 27	Meets Expectations
12 - 19	Below Expectations

EVALUATOR'S COMMENTS:

[Greyed-out area for evaluator's comments]

DIRECTOR'S NAME

DIRECTOR'S SIGNATURE

DATE

"The results of the appraisal of administrators shall be used for staff development purposes and may be used for contract renewal considerations."
TAC 149.41(b)

When this document is used for evaluative purposes, the person being evaluated should review its contents with the evaluator and sign the verifying statement below.

I have reviewed this document as it applies to an evaluation of me and my signature below verifies my knowledge of this evaluation.

EMPLOYEE'S NAME

EMPLOYEE'S SIGNATURE

DATE