

CURRICULUM, INSTRUCTION, & INTERVENTION SUPPORT SPECIALIST

QUALIFICATIONS

A. REQUIRED

- Valid Arizona teaching certificate
- Teaching experience utilizing effective instructional practices
- Experience in assessment
- Experience in a school based or district-based leadership role
- Knowledge of appropriate interventions at Tier 1, Tier 2, and Tier 3 levels
- Teaching background in math, literacy, science, social studies, or technology

B. DESIRED

- Depth of Knowledge background
- Staff development experience

SUMMARY

The primary role of the Curriculum Instruction and Intervention Support Specialist is to positively impact student achievement. This will be accomplished by participating in continuous school improvement efforts, assisting teachers in the development of appropriate formative and summative assessments, analyzing data based on the assessments, observing in classrooms and providing feedback, coaching, mentoring new teachers, professional development, teaching intervention classes and planning instruction using data to drive instructional decisions. The Curriculum, Instruction and Intervention Support Specialist assists teachers with the process of determining appropriate interventions and extensions based on evidence of student progress and learner needs.

Reports to: Office of Learning & Instruction and Building Principal

ESSENTIAL FUNCTIONS

- Demonstrates knowledge and skills in the process of continuous improvement
- Works directly with school administration, teachers, district level personnel to facilitate the effective implementation of the School Improvement Process
- Collects and analyzes appropriate data including factors contributing to classroom environment, instructional delivery, student engagement to help teachers determine areas of need
- Supports implementation of a multi-tiered system of support by providing Tier 2 intervention for students who are demonstrating academic need based on benchmark assessment data
- Engages teachers in continuous improvement cycles through instructional coaching focused on goal setting, co-planning, co-teaching, modeling lessons and reflecting on student achievement outcomes
- Assists in developing instructional strategies based on data
- Conducts classroom observations and provides feedback
- Assists with intervention plans for students based on academic achievement
- Mentors new teachers
- Applies criteria from teacher evaluation system to assist in teacher improvement or development

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- Provides formative, individualized, staff development for teachers new to the profession and for teachers struggling with student progress data
- Develops professional development plans to address targeted areas
- As requested by administrators, provides input and support for teacher improvement plans
- Demonstrates knowledge of content and strong, appropriate pedagogical skills
- Builds collaborative capacity in schools by creating systems that encourage teachers to work together
- Contributes to and assists in the development of professional learning communities focusing on District and school goals.
- Plans and conducts appropriate learning activities, utilizing a variety of differentiated strategies, and setting appropriate expectations for adult learners
- Develops effective training materials
- Assists teachers in the design of formative and summative assessments
- Possesses experience working with a variety of student groups (Title I, ELL, Special Needs) across grade levels
- Organizes time effectively and is self-directed
- Exhibits patience, courtesy and tact when dealing with others
- Maintains appropriate confidentiality at all levels
- Positively accepts and responds to feedback and new learning situations
- Maintains appropriate records and documentation
- Serves on committees and works on projects related to instructional practices
- Maintains knowledge of and complies with state, federal and district regulations
- Promotes and supports district-wide educational advancement in 21st Century skills
- Integrates knowledge and skills that are relevant to the 21st Century
- Accepts other duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to analyze, interpret and solve problems
- Ability to communicate individually and in group settings
- Ability to establish positive and productive relationships on multiple levels
- Ability to be flexible and function under tight deadlines
- Ability to concentrate for extended periods of time
- Ability to remain seated for extended periods of time
- Ability to reach, stoop, bend, kneel, lift, and carry up to 20 pounds
- Ability to operate office equipment