



**TITLE: INSTRUCTIONAL SERVICES SPECIALIST –
ENGLISH LANGUAGE ARTS ELEMENTARY EDUCATION – TK-6th Grade**

WORK YEAR: 205

REPORTS TO: Director of Elementary Instructional Services

PRIMARY FUNCTION:

Under the direction of the Director of Elementary Education, perform as an English Language Arts specialist assisting in the development and implementation of curriculum, plan and coordinate related staff development, provide direct support to schools, manage and participate in other activities related to improving the academic success of students.

EDUCATION AND EXPERIENCE:

- Valid California Teaching Credential with English Learners Certification
- Valid California Administrative Services Credential
- Master's Degree preferred
- Minimum five years successful teaching
- Must possess a valid driver's license

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Contribute to improved student achievement for all students with an emphasis on English Learners by implementing research- and standards-based planning, instruction, assessment, technology, and intervention.
- Monitor and communicate learning outcomes and instructional implications of student performance, including analysis and reporting of student performance as measured by district and state assessments and grades.
- Work with teachers, principals and other instructional management personnel to ensure a consistent, cohesive and carefully articulated instructional program across all sites and levels.
- Work with teachers, principals and other instructional management personnel to ensure consistent implementation of effective daily English Language Arts (ELA) and English Language Development (ELD) instruction.
- Lead teacher groups in processes for: analyzing student performance data, designing research-based instructional responses to data, gauging effectiveness of instruction and interventions for all student groups.

- Support implementation of Common Core Standards, curriculum development, textbook/instructional materials selection, content integration, technology use for enriched/extended/personalized learning, and standards-based program implementation, including differentiated instruction.
- Assists school teams with the planning of instructional strategies to ensure optimal effectiveness of Tier I and Tier II instruction for students.
- Design blended and online professional development and collaboration using tools such as/similar to blogs, web-based applications, and social media. Incorporate digital tools for real-time and asynchronous student learning such as open-education resources, device apps and cloud-based tools such as Google docs, and others.
- Provide technical assistance to sites and collaborate with other departments to ensure a consistent, cohesive, carefully articulated, and clearly communicated instructional program in all sites and levels.
- Manage programs and/or special events as assigned, such as support for retained students, report cards, intensive reading, expanded learning times (summer, before/after school), online applications, and other duties as assigned.
- Prepare and deliver written and oral presentations and reports to principals, parents, community members, and the Board of Education. Represent the District and Instructional Services at County, State, and other levels as assigned.
- Assist with the preparation of required reports, including, but not limited to LCAP, Literacy Plan, data analysis reports, both written and oral.
- Collaborate and coordinate with community stakeholders and outside resources.

Knowledge of:

- The Danielson Teaching and Learning Framework.
- The needs of a diverse student population.
- Adult learning theory and ability to plan, design, and implement differentiated professional development.
- California Administrator Performance Expectations (CAPE)
- Instructional methodologies and effective research-based strategies to promote achievement for diverse learners.
- Differentiated support frameworks that promote student success, such as Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL).
- ELA and ELD frameworks and standards and research based best practices for literacy development and foundational skills
- Research based best practices of strategies to support all students, including English Learners including Designated and Integrated ELD instruction and language acquisition
- Systems for facilitation of stakeholder input, long term planning, goal setting, monitoring, and reporting

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to drive a personal vehicle to conduct business.

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configurations.