



POSITION: K-5 Advanced Learner Program ELA Teacher/Differentiation Specialist

REPORTS TO: Director of Student Learning and Staff Innovation

BASIC RESPONSIBILITIES:

The Advanced Learning Program ELA Teacher/Differentiation Specialist will facilitate the K-5 Enriched/Accelerated English Language Arts (ELA) model. This role ensures that curriculum design meets the academic, social, and emotional needs of gifted and advanced students while providing district-wide professional development on best teaching and learning practices. This specialist will assist K-5 classroom teachers with job-embedded support by co-teaching and modeling effective ELA instructional strategies. Through partnership with teachers, the Specialist will collaborate to develop student-centered goals grounded in data with staff members and/or team to inform instructional planning decisions and areas for focus while monitoring progress toward those goals.

POSITION FLEXIBILITY AND SUMMER REQUIREMENTS:

- Summer Availability: The candidate must be available approximately 2-3 weeks from the end of July to early August to lead professional development sessions and facilitate intensive curriculum planning and mapping for the district.
- Compensation for Summer Work: Additional summer compensation will be provided to facilitate the required professional development and curriculum planning.

PERFORMANCE RESPONSIBILITIES: Teachers in Butler School District 53 will be expected to demonstrate the ability to effectively plan and prepare for the classroom. Evidence of this attribute shall include the following:

- Advanced ELA Content Expertise: The teacher shall have current knowledge of content and pedagogy and use it in instructional practices. This shall include a solid understanding of the content and its prerequisite relationships and connections with other disciplines.
- Advanced Literacy Curriculum Design: Development and implementation of rigorous ELA units for accelerated learners that emphasize critical analysis, synthesis of complex texts, and sophisticated thematic connections.

- Tiered Instructional Planning: Design " tiered " assignments and instructional outcomes that allow advanced learners to engage with higher-level text complexity and abstract concepts.
- Interdisciplinary Connections: Ensure outcomes reflect opportunities for students to show understanding across the curriculum through literacy.
- Inquiry-Based Writing and Discussion: Facilitate advanced writing instruction and utilize questioning/discussion techniques that successfully engage all students in deep inquiry.
- Instructional Modeling: Provide job-embedded support by modeling best-practice literacy routines to increase rigor in the general classroom.
- The teacher shall be knowledgeable about students' backgrounds, strengths, needs, and interests, and shall use this knowledge to plan for groups of students.
- The teachers shall set instructional outcomes that reflect high-level learning and curriculum standards. These outcomes are suitable for most students in the class and represent different types of learning that can be assessed. The outcomes shall reflect opportunities to show understanding across the curriculum.
- The teacher shall know resources available through the school or district to enhance their own knowledge, to use in teaching, or for students who need them.
- The teacher shall design coherent instruction. Learning shall be aligned to instructional outcomes that coordinate knowledge of content, students, and resources, engaging all students in significant learning.
- The teacher shall design student assessments which are aligned with the instructional outcomes and use clear criteria. The teacher shall use assessment results to plan for future instruction to meet the needs of students.

Teachers in the Butler School District 53 will be expected to establish a learning environment that functions effectively. Evidence of this attribute shall include the following:

- The teacher shall create an environment of respect and rapport. Interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.
- The teacher shall establish a culture for learning that is characterized by high expectations for all students and a genuine commitment to the subject by both teacher and students. Students demonstrate pride in their work, and teachers consistently reinforce student accomplishments.
- The teacher shall effectively manage classroom procedures. Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.

- The teacher shall effectively manage student behavior by establishing clear standards of conduct, being alert to student behavior at all times, and consistently responding to behaviors appropriately and successfully in a manner that respects the students' dignity.
- The teacher shall organize physical space to ensure safety and accessibility. The teacher ensures that the physical arrangement is appropriate to advance student learning. The teacher makes effective use of physical resources, including technology.

Teachers in Butler School District 53 shall demonstrate effective instruction by engaging students in their learning. Evidence of this attribute shall include the following:

- The teacher shall utilize clear oral and written language to effectively communicate with students specific expectations for learning, directions, procedures, and explanations of content.
- The teacher shall effectively use questioning that elicits high-quality responses. Sufficient time shall be allowed for students to respond. Discussion techniques shall be utilized that successfully engage all students.
- Students shall be engaged in learning through activities and assignments, materials, structure and pace which support a high level of rigor and are appropriate for students' cultures and levels of understanding.
- The teacher shall utilize assessments that allow students to be fully aware of the criteria and performance by which they will be evaluated, monitor the progress of learning, provide feedback that is timely and of high quality, and facilitate student self-assessment and monitoring of progress.
- The teacher shall demonstrate flexibility and responsiveness. Lessons will be adjusted with minimal disruption. Students' questions or interests will be accommodated. The teacher will persist in seeking to engage all students in learning through a variety of instructional techniques.

Teachers in Butler School District 53 shall demonstrate a commitment to high ethical and professional standards and seek to improve their practice. Evidence of this attribute shall include the following:

- The teacher shall reflect on teaching. Reflection will involve making accurate and objective assessments of lessons and using these assessments to improve future instruction.
- The teacher shall maintain accurate records. Effective and efficient systems will be developed to maintain accurate information on students' completion of assignments, students' progress in learning, and non-instructional records.
- The teacher shall effectively communicate with families, frequently providing information on the instructional program and the individual student in order to successfully engage families in the learning process.

- The teacher shall actively participate in the professional learning community. Relationships with colleagues are supportive and cooperative. The teacher will seek to make a substantial contribution to the district by participating in events and projects.
- The teacher shall grow and develop professionally. The teacher seeks opportunities for professional development based on individual assessment of need. The teacher actively shares expertise with others and is open to feedback from supervisors and colleagues, which are collaborative in nature.
- The teacher shall demonstrate professionalism through high standards of integrity and ethical conduct. The teacher shall comply fully and voluntarily with school and district regulations.

OTHER FUNCTIONS: Perform other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS, ABILITIES, COMPETENCIES, SKILLS: In order to successfully execute the functions of a teacher, one must be able to successfully demonstrate skills, abilities, and competencies in order to perform highly complex, multiple tasks and fulfill the requirements of the position. There is a need to periodically upgrade such capabilities to meet changing job conditions.

- **General/Technology Skills:** Know and apply the ISBE Code of Ethics for Illinois Educators Section 22.10-22.20, District policies, regulations, safety procedures. Prepare and maintain accurate records. Operate the office and other equipment using standardized methods. Use technology and pertinent software. Perform basic math calculations using fractions, percents, and/or ratios. Read and understand technical information.
- **Communication:** Use correct grammar, punctuation, spelling, and vocabulary. Compose a variety of documents. Maintain confidentiality. Effectively communicate with all stakeholders.
- **Flexibility:** Maintain hours and schedule. Work with others and diverse groups in a variety of circumstances. Adapt to changing work priorities. Deal with frequent interruptions.
- **Interpersonal Skills and Leadership:** Build and maintain constructive relationships. Demonstrate effective listening skills. Exhibit tact and patience. Make decisions. Motivate others. Analyze situations to define issues and draw conclusions. Guide others. Analyze issues to problem-solve and create action plans. Work with a variety of data for independent interpretation of guidelines. Facilitate/participate in group discussions. Take initiative. Contribute in a teamwork situation.
- **Organization:** Plan/schedule meetings and events. Multi-task. Gather, synthesize, and/or classify data. Exhibit qualities of being detail-oriented, dependable, reliable, and organized. Monitor activities. Meet schedules and deadlines.

- Classroom Instruction and Responsibilities: Plan effective lessons which incorporate appropriate activities and consider age as well as stages of child development. Instruct with effective and appropriate techniques that demonstrate knowledge of curriculum and instructional methods. Utilize technology and teaching-related equipment. Incorporate innovation. Monitor activities. Keep accurate records regarding instruction and student performance. Develop and incorporate behavioral management strategies.

ADDITIONAL REQUIREMENTS/QUALIFICATIONS:

- Gifted Education Specialist Endorsement or currently enrolled in coursework is preferred.
- Experience with the delivery of professional development to adult learners is preferred.
- Five (5) years of successful teaching experience with accelerated/gifted learners at the elementary and/or middle school level.
- Master's Degree in a curricular content field. Deep knowledge of research-based literacy strategies, including the Science of Reading, to support advanced elementary learners.
- Demonstrated success with curriculum mapping and curriculum design.
- Demonstrated success using Differentiated Instruction in an elementary and/or middle grades classroom setting.
- Demonstrated success using best instructional and assessment practices in an elementary/middle grades classroom.

RESPONSIBILITY: Working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

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 an individual with disabilities to perform the essential functions. The noise level in the work environment is usually quiet. However, the noise level can vary depending upon daily activity but will still remain within the acceptable noise level range. The employee frequently is interacting with the public and staff. The employee frequently will be required to meet multiple demands from several people and occasionally be required to meet deadlines with severe time constraints.

TERM OF EMPLOYMENT: Contractual school year. Summer compensation will be provided at an hourly rate.

EVALUATION: Director of Student Learning and Staff Innovation or another District 53 administrator. Performance of this job will be evaluated in accordance with the Board's policy on evaluation of teachers.

REQUIRED TESTING: Pre-employment Physical Exam.

CLEARANCES: Criminal Justice Fingerprint/Background Clearance and Sex Offender Database, and Faith's Law.

FLSA STATUS: Exempt.

Butler School District 53 has reviewed this position description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills, and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and Butler School District 53 reserves the right to change this position description and/or assigned tasks for the employee to perform as Butler School District 53 may deem appropriate.

EMPLOYEE SIGNATURE: _____

DATE: _____