



East Moline School District #37 Position Description

Job Title: K-4 Instructional Specialist

Supervisor: Building Principal
Associate Superintendent for Student Achievement

Qualification Requirements:

1. Illinois Professional Educator License (PEL) or Educator License with Stipulations (ELS), suitable for grade levels assigned
2. Masters' Degree preferred
3. At least ten years of teaching experience required
4. Completion of three years of training in the Marzano instructional practice model required
5. Demonstrated successful use of the Marzano instructional practice model, including positive student growth/learning outcomes required
6. Must be skilled at working in a team atmosphere. This person will have responsibilities within the building as part of a Professional Learning Community
7. Must be adept at building relationships and maintaining high academic and behavioral standards for all students
8. Possess competence in computer skills and use of other educational technology such as, but not limited to, Smartboards, iPads, etc.
9. Must possess strong interpersonal skills with a proven record of building rapport with culturally diverse students and families, to ensure each child reaches his/her full potential

Summary: To work with a variety of district and outside stakeholders to raise the rigor of instruction within the classrooms of East Moline School District to positively impact student achievement

Essential Duties and Responsibilities:

Duties of this position included but not limited to the following areas/tasks:

Knowledge and use of Instructional Expertise in Instruction

1. Demonstrate and share best practices in ELA, Math, and general instruction in a classroom setting in a coaching model (75% of time weekly)
2. Analyze district, building, and classroom data to determine next steps in raising rigor in a standards based teaching and learning environment as guided by the Marzano instructional practice model (5% of time weekly)
3. Support all learners in using the Marzano instructional model and how to apply these best practices in the ELA and Math blocks and in all content area literacy
4. Seek to share the most recent instructional pedagogy in all ELA areas (reading, writing, language, and listening/speaking) and math in order to improve current practices
5. Develop an in-depth knowledge of all current ELA and Math programs and serve as a resource to ensure instructional fidelity within classrooms and across the district

Learning Environment

1. Model best practices in small group/guided reading/intervention instruction for classroom teachers. Serve as a "model classroom" for teachers to observe best practices, as outlined in the Marzano instructional model
2. Conduct Rigor Walks with stakeholders to identify best practices and support all staff in elevating instruction for all students (general and special education, EL, etc)
3. Establish a professional environment where the needs of students taken center stage and facilitate conversations to focus on a growth mindset where all students are able to achieve at the highest levels
4. Develop collaborative relationships with all staff to create a building where all classrooms are open for examination to improve instructional practices and routines. Attend PLCs to support all grade levels when examining ELA and Math standards and instruction of those standards (10% of time weekly)
5. Support literacy aides to deliver high-quality, instructionally rigorous interventions to at-risk students (5% of time weekly)

Assessment and Data

1. Use and interpret both informal and formal assessment data (PARCC, Fountas and Pinnell, MAP, etc) to make instructional decisions for all students
2. Present data in a way to show compelling reasons why programmatic decisions are or are not working and using this data to make informed decisions on where to improve instruction or materials/programs
3. Train staff members to use diagnostic measures in the area of literacy and math and then use that data to plan for instructional next steps
4. Work with building administrator to identify individual students and groups of students who need academic support during and beyond the school day. This is supported in part from data from attending Universal Screener and Data Review meetings
5. Keep accurate records to help literacy aides track interventions, assessment/diagnostic screeners, and Title I required documentation. This data can be used for formal meetings such as IPS. (5% of time weekly)

Planning Assistance for Instruction

1. Assist teachers in planning, sequencing, and scaffolding lessons using the district-adopted curricular materials, as guided by the Marzano instructional model
2. Facilitate the integration of reading skills/strategies/technology in all areas of both reading and math
3. Understands how ELA and Math Illinois State Standards are translated into actual classroom lesson plans and lessons to meet the needs of our diverse students

Professional Development

1. Cultivate a growth mindset in setting own professional goals and attend training to improve both instructional practices and coaching skills
2. Conduct meaningful and well-planned staff development for both building and district stakeholders based on data-driven information from student and adult learners
3. Support district hired professional development presenters and plan with them to meet the needs of our district
4. Support new teachers in both training and coaching to increase instructional competency in ELA and Math

Related Professional Responsibilities

1. Maintaining and promptly submitting accurate, complete, and correct records and required reports as required by law, by grant regulations, by district policy, and administrative regulations
2. Serve on and occasionally lead out district level committees
3. Regularly meets with building principal and cadre of other instructional specialists to identify areas of strength and areas that need attention
4. Communicate effectively, concisely, positively, and often with all stakeholders to improve the level of instructional rigor in own building and for the good of the district
5. Maintains confidentiality for students and staff to build trust and support for all coaching situations
6. Must see self as a champion for all students and a supporter for all teachers no matter the circumstance or obstacles. Can have difficult conversations with stakeholders while maintaining the integrity and dignity of all
7. Defines learning as a "process" and not isolated skills and shows how to develop life-long love of learning
8. Attends all meetings and professional development opportunities and creates "next steps" for self and the district
9. Self-motivated learner who can take an instructional leadership role and take suggestions from others to improve instruction
10. Performs other duties as assigned by supervisors
11. Supports the East Moline School District #37 and imparts a positive image of the District within the schools and community

Terms of Employment:

Salary and work year as determined by the Board of Education, East Moline School District #37 Board Policy, and applicable collective bargaining agreement

Evaluation: Non-instructional Marzano evaluation model

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Licensed Personnel.

Department: Office of Student Achievement

FLSA Status: Exempt

Physical Demands:

While performing the duties of this job, the employee is frequently required to stand, walk and talk or listen. The employee may need to lift arms to use classroom equipment, and may need to occasionally stoop, kneel, or crouch.

Specific vision abilities required by this job include close vision to read hand-written or typed material and the ability to adjust focus. Hearing ability to monitor activity and presence of students and respond to communication with students and adults is required. The position requires the individual to meet multiple demands from several people. Manual dexterity and the ability to operate computer equipment is required. Must be able to go up and down stairs on a regular basis.

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.

Work Environment:

The job is typically performed in a school classroom or office setting. The noise level in the work environment is normally low to moderate, but may become loud when large groups are together. The employee may be required to move from place to place to provide instruction and may have to maneuver in crowded hallways. Duties are typically performed indoors.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

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

Approved by: Board of Education

Date Created: April 24, 2017

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