

JOB TITLE: SCHOOL-BASED SPECIALIST

GROUP: HEA

BASE CONTRACT DAYS PER FISCAL YEAR: 180

FLSA STATUS: Exempt

Plus additional days as provided by the HEA bargaining agreement

SUMMARY: The School-based Specialist is an accomplished teacher who serves in a school leadership role outside the classroom with the purpose of supporting the growth of instructional and professional practice in other staff and/or facilitating the implementation of a building program. A School-based Specialist may work in four main ways:

- Facilitate effective and cohesive instructional/professional teams within the school building
- Provide focused classroom coaching work with individual staff
- Facilitate planning and implementation of the school building's professional development work
- Serve in a variety of roles (to be determined) as a system leader, enabling strategic attention to curriculum/program, assessment and staff development needs

CONTEXT AND WHO WE ARE: Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

OUR PROMISE: *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Provides leadership for staff by planning, collaborating, organizing and mentoring
- Provide focused professional development work with individual staff on a regular basis using student data and student work.
- Facilitate effective and cohesive staff teams as they implement instructional practices and programs.
- Lead teachers in the use of formative and summative data about learning to adjust instruction.
- Oversee data collection and progress monitoring to help teachers and instructional staff develop research-based instructional practices
- Develop culturally responsive instruction and culturally relevant curriculum.
- Build staff content understanding and use of effective instructional practices.
- Collaborate in the development and implementation of the School Annual Action Plan.
- Support the design and implementation of school based programs.

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- Facilitate the operations of an identified school program including recommend, manage, and/or oversee the deployment and effectiveness of resources.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit and supporting student learning objectives.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

WA State Teaching Certificate with endorsements appropriate to subject area and grade level of assignment
Three years successful teaching experience

PREFERRED QUALIFICATIONS:

One year successful experience as a specialist or similar role

CONDITION OF EMPLOYMENT:

Criminal background clearance

Washington State Driver's license and proof of insurance

All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

KNOWLEDGE OF:

Effective classroom assessment practices

Expertise of position area of focus in content and pedagogy

Positive behavior intervention strategies

School board policies and procedures

ABILITY TO:

Communicate effectively and clearly both verbally and in writing at all levels

Establish and maintain effective working relationships with staff, students and general public

Demonstrate understanding of and experience with cultural competence

Remain flexible to changes in assignments or situations

Organize activities, set priorities, and follow instructions

Work cooperatively with staff, students and parents in a school environment

Make sound decisions and resolve staff conflicts tactfully and diplomatically

Attend to detail and follow tasks through to completion

Work independently and with minimal supervision

Maintain strict confidentiality

Apply a variety of instructional theories and models

Be trained in district adopted materials

Present demonstration lessons to classes and staff

Work collaboratively to improve instruction

Demonstrate exemplary classroom mathematics practice

Observe and coach classroom teachers

Plan and conduct local mathematics professional development

Collect, analyze and report school data to administrators and other as needed or requested

Operate a computer and the ability to learn and use various software programs

Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Building Administrator or designee

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EVALUATION: The Building Specialist will be evaluated by the principal or designee based on performance of duties and responsibilities.

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. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

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.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The employee must deal with angry and upset students, parents, and community members. The employee must adjust to frequent interruptions in their work schedule.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

CLASSIFICATION HISTORY

Updated Context and Disclosures sections, 2024.05.28

Revised Condition of Employment section, 2021.12.07

Consolidated descriptions and updated Context and Mission by Human Resources, 2018.04.19

Transferred to newest format by Human Resources, 2014.01.09

Created by Human Resources, 07/11

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, titleixofficer@highlineschools.org; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166