

<b>FNSBSD JOB DESCRIPTION</b>	
<i>Job Title:</i> Migrant Instructional Specialist	
<i>Supervisor:</i> Assistant Director of Federal Programs	<i>Classification:</i> FEA
<i>Days/Months:</i> 184 Days	

**General Responsibilities**

The migrant instructional specialist provides districtwide support in the knowledge and delivery of effective content instruction and pedagogy. Specialists have a deep understanding of the curriculum and content and the alignment between standards, curricular objectives, and instructional materials. As part of the federal programs department’s professional development team, this position helps plan and provide professional development based on current research and district needs. The primary focus of the migrant instructional specialist is to model best practices in Indigenous instruction, while also familiarizing educators with both the Spiral Framework curriculum and district resources. Provides curricular support for educators to meet the learning needs of Migrant Education Program (MEP) students and develops educator capacity in both content and instructional pedagogy.

**Example of Duties**

**Curriculum, Instruction, and Assessment:**

- Keeps current with research, teaching methodologies, assessments, and educational technologies specific to the Alaska migratory lifestyle and Indigenous education.
- Develops and maintains expertise in the Spiral Framework and helps create learning experiences to address the diverse needs and interests of MEP students.
- Researches, models and supports differentiated instructional strategies and formative assessment strategies.
- Time spent coaching (e.g. modeling, observing for feedback, follow-up conferencing) will focus on developing, field testing, and training staff on the Spiral Curriculum, and sharing Indigenous teaching strategies.
- Provides technical assistance to Migrant Education Program staff and school educators in areas of the Alaskan migratory lifestyle.
- Develops alignment between Spiral Framework and all district elementary curricula, including applicable state standards used as a tool for instruction.

**Professional Development:**

- Enhances educators’ content knowledge and effective use of instructional strategies in education, including the use of the Spiral Framework (i.e., through in-service sessions, workshops, classes, modeling instruction, learning teams).
- Participates in ongoing training and projects related to job responsibilities, including Federal Programs departmental staff meetings and the greater professional learning community.
- Facilitates professional development based upon identified needs of the district.
- Participates in ongoing training and projects related to job responsibilities, including departmental staff meetings.

**Parents and Community:**

- Establishes, monitors, holds monthly meetings, and chaperones the MEP student leadership group as part of the Career and Technical Student Organization (CTSO) called Family, Career, and Communities Leaders of America (FCCLA).

- Leads planning and participates in MEP quarterly family engagement and school activities.
- Communicates with and supports parents and the community as needed in regards to Spiral Framework content and methods to build and maintain a strong relationship.
- Facilitates and maintains a strong connection to the community and to parents through participation and co-planning of the MEP student events, family engagement events and meetings as needed.

**Professionalism:**

- Builds and fosters relationships with colleagues, MEP staff and administration based on professional respect.
- Maintains a positive and safe learning environment for teachers and students.
- Acts in accordance with federal and state laws and regulations, district and building policies and procedures, and the Professional Teaching Practices Commission (PTPC) Code of Ethics.
- Maintains a professional attitude and appearance.
- Performs other job-related duties as assigned.

**Equipment Used:**

A variety of emerging and current technologies used for instruction in the classroom. Computer software and online resources including word processing, e-mail, Internet browsers, and district-approved educational software.

**Independent Decisions**

Some independent decision-making expected, such as verifying course of action with the MEP staff and assistant director of federal programs as needed, based on school board policy, district and/or building rules.

**Collaborative Decisions**

Collaborative work as a member of an established team is expected, to define, critique and develop curricular themes, ideas, lessons, workshops/classes, verifying course of action with MEP staff, assistant director of federal programs, and/or building principal as needed, based on school board policy, district and/or building rules.

**Primary Working Contacts**

Works closely with educators, students, families, building administrators, administrative center staff, and in-service providers as well as the broader Alaskan migrant community.

**Supervision**

Works under the immediate supervision of the assistant director of federal program and the building principal.

**Unusual Working Conditions**

Travel among schools as necessary. Some flexible hours and/or calendar adjustments may be required to support professional development (i.e., workshops, classes, student events).

**Job Qualifications**

The following are required:

1. Must possess a state of Alaska Teaching Certificate.
2. Possess an appreciation and understanding of the Alaskan migratory lifestyle.
3. Experience in or capability of designing and presenting workshops/classes to educators,

differentiated learning, and formative assessment required.

4. Must possess a deep knowledge of content, curriculum, instructional strategies, and methods to integrate Alaskan migratory lifestyle authentically across the curriculum, and be able to develop educator capacity in both content and pedagogy.
5. Strong understanding of adult learning theories.
6. Outstanding written and oral communication skills.
7. Fluency with a variety of instructional technology areas including, but not limited to, laptops, web design, online collaboration.
8. Ability to apply current research and theory to instructional programs and plan and implement professional development for educators, support staff, and/or principals.
9. Ability to successfully build and foster relationships with colleagues, administration, parents, and school communities based on professional respect.
10. Ability to model, coach and motivate educators to grow in their content and instructional capacities.
11. Valid driver's license and use of a personal vehicle.

The following are preferred:

1. Three (3) years of successful teaching experience.
2. Elementary classroom experience (both primary and intermediate).
3. Possess a working knowledge of learning theory, instructional pedagogy, curriculum alignment, and technology and their integration into classroom instruction.
4. Graphic and layout skills to produce curriculum materials in traditional and digital formats.