

JOB TITLE: Professional Development & Instructional Support Specialist

REPORTS TO: Director of Professional Development

Overview:

The Professional Development & Instructional Support Specialist is a master teacher and a district liaison between the Curriculum and Instruction department and assigned school sites/individual teachers/specific programs. The specialist assists with the evaluation of probationary teachers and teachers involved in a growth plan in addition to providing support for district designated curricular programs. He/she promotes school improvement by facilitating and providing professional development; ensuring the implementation of state standards and district curriculum; and supporting district and site improvement plans.

QUALIFICATIONS:

- meets the criteria of a highly qualified teacher with Arizona certification and at least 5 years of successful classroom teaching experience
- obtains and/or maintains Qualified Evaluator certification
- strong commitment to continuous improvement supporting the MPS mission and strategic plan
- expertise in working with colleagues in areas of professional development, learning teams, new teacher support, instructional planning and/or curriculum mapping
- demonstrates knowledge and skills in areas such as mentoring; classroom management; alignment of curriculum, instruction, and assessment; peer coaching
- exemplary professional relationships with teachers, administrators, parents, students and community
- demonstrates knowledge and understanding of effective instructional strategies and research-based best practices including EEI and clinical supervision
- expertise in multiple curriculum and instruction programs/content/strategies (gifted, cluster grouping, differential instruction)
- effective in communication, planning, organization, presentation, and leadership skills
- able to work with and motivate others
- ability to plan and present information/training for the adult learner
- demonstrates knowledge and understanding of a variety of assessment methods
- understands the purpose and specifics of core, supplemental, and intervention programs and serves as a guide to the staff to effectively implement these programs
- models direct, explicit systematic instruction including effective teaching techniques and strategies
- understands and interprets assessment data, both formal and informal, to inform instructional decisions
- increases and enhances own professional knowledge, skills, and expertise about effective instruction
- knowledge and understanding of effective strategies for instructing diverse learners
- experience working with site-based teams
- able to work effectively and efficiently without constant supervision and under stressful timelines

- able to quickly assimilate programs/processes and apply to a variety of situations
- demonstrates knowledge of national, state, and district standards and trends concerning instructional methods, resources, and strategies
- demonstrates proficiency with technology including presentation equipment, word processing and desktop publishing; and a willingness to innovatively use technology
- able to perform moderate physical tasks
- able and willing to work outside the traditional working hours and calendars of teachers, including evenings, weekends and summers
- exhibits professional attitude, appearance, and demeanor

DUTIES AND RESPONSIBILITIES:

The Professional Development and Instructional Support Specialist works in conjunction with district leadership and various departments to enhance teacher effectiveness and support the implementation and integration of state and district standards/curriculum. The specialist

- assists with the evaluation of assigned teachers of the gifted in accordance with the school principal or his/her designee; the specialist will observe teachers, conduct feedback/evaluation conferences, meet with the school principal or designee to discuss the teacher's performance; the specialist may be involved in observations, conferences if other support is deemed necessary
- presents to teachers during the school year as part of the formalized training for teachers of gifted students.
- collaborates with content specialists, Title I school improvement specialists, Research and Evaluation staff to analyze data, identify trends, create plans for improvement, and communicates with principals and others as needed
- conducts late start or early release presentations at assigned elementary, junior high, or high schools, as needed; the specialist will meet with the school principal, identify an area of need, develop a presentation in coordination with other Curriculum and Instruction Staff, and conduct the presentation
- collaborates in the development and implementation of on-line tutorials for teachers, addressing an identified staff development need
- provides leadership for programs or projects as needed
- attends and participates in regular content meetings as assigned; each specialist will have a primary content responsibility but will also be expected to have a general understanding of other contents and of the expertise of other specialists so that each individual specialist can assist or provide direction for assistance to individual principals and teachers
- attends, participates and/or facilitates regular articulation meetings; each specialist will have assigned articulation responsibilities for elementary, junior high and high schools
- leads professional learning communities through on-going activities as assigned
- works in cooperation with Ottawa University to provide cohort classes to assist teachers in obtaining their endorsements
- works with outside consultant to provide professional development for junior high and cluster group teachers
- coordinate Renzulli Learning Systems professional development
- monitor and evaluate use of Renzulli Learning Systems
- completes other duties as assigned

Funded: Federal Grant