

# Instructional Specialist

## Job Description



**Job Title:** Instructional Specialist

**FLSA:** Exempt

**Reports to:** Campus Principal

**Pay Grade:** Teacher Scale

**Dept./School:** Assigned Campus

**Calendar Days:** 192

**Contract:** Probationary/Term

**Revised:** 4.13.21

### Primary Purpose

The primary purpose of Instructional Specialists in Aldine is to ensure that teachers are implementing teaching strategies that accelerate student learning while using district curriculum with skillful fidelity. Instructional Specialists will work collaboratively with teachers by modeling instruction, providing guidance on key content and instructional strategies, facilitate collaborative planning, and assist teachers in developing in-time responsive interventions to address student needs.

### Qualifications

#### Education/Certification:

- Bachelor's degree from an accredited college or university
- Valid Texas Teaching Certification or out of state equivalent certification and the ability to obtain Texas Certification required
- Attendance at required district training sessions

#### Special Knowledge/Skills:

*Evidenced strength in key competencies from Aldine's Leadership Definition:*

##### **Connect**

*Cultivates relationships through trust, respect, empathy, and social/cultural awareness*

- Builds and maintains strong relationships with students, families, colleagues and campus leaders
- Relates to people of varying ethnic, cultural, and religious backgrounds
- Helps team members to build strong relationships with each other, resulting in stronger team morale and sense of belonging
- Cultivates trust and compels others to follow by consistently leading with authenticity and integrity

##### **Inspire**

*Supports growth in others through feedback, coaching, and equitable access to leadership opportunities*

- Gives candid feedback to individuals and teams, even when the feedback is difficult or challenging to hear
- Reflects on own coaching and feedback practices to both ascertain efficacy and evaluate equity
- Recognizes and adapts to differences, fitting feedback to the individual
- Provides consistent, developmentally-focused feedback to staff in order to enhance the instructional capacity
- Provides regular opportunities and structures that support teachers in leading work on instructional improvement, and establishes a system for supporting and coaching them to results

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### Impact

*Makes student-driven decisions supported by relevant data*

- Effectively reaches logical conclusions and makes high-quality decisions based on available information
- Gives priority and caution to significant issues
- Assists staff in understanding the importance of student assessment
- Collaborates with staff during the process of data interpretation
- Ensures that data is available to all teachers, disaggregated by student population, and tailored action is taken to promote student success within all populations

### Experience:

- Minimum three (3) years successful teaching experience with evidence of student growth

### Major Responsibilities and Duties

1. Set high expectations of achievement that are ambitious and measurable
2. Use the *Teaching for Learning Protocol* (TLP) to plan, execute and evaluate the effectiveness of instruction
3. Sets high standards for students' behavior, engagement, and achievement that are ambitious and measurable
4. Work collaboratively with the campus administration team and district curriculum program directors to develop goals and objectives for the purpose of enhancing the campus instructional programs
5. Coach and support teachers in the implementation of the Aldine Instructional Model into daily classroom instructional practice including: orientation, planning, guided practice, collaborative practice, independent practice and reflection and evaluation
6. Coach and support teachers in the implementation of high yield, evidence-based instructional strategies including: cooperative learning, setting objectives and providing feedback, cues, questions, and advanced organizers and incorporate new strategies each year as outlined by Aldine's Instructional Framework
7. Establish a culture of respect, enthusiasm, and rapport
8. Invest students in their learning using a variety of influence techniques
9. Maintain fidelity to Aldine curricular materials
10. Lead teams of teachers to plan backwards to align all lessons, activities and assessments and incorporate curriculum standards (TEKS, ELPS, CCMR, etc.) into daily plans and instruction
11. Support the instructional development of all teachers in understanding the curriculum, varied assessments, and data analysis
12. Build strong relationships with teachers, administrators, and other Specialists

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13. Provide instructional planning guidance and support through the facilitation of collaborative planning sessions
14. Assist teachers and collaborative teams with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of all students including students with disabilities, students who are gifted, and students who are English Language Learners
15. Assist teachers and collaborative teams with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources
16. Support teachers and administrators in using data to improve instruction on all levels
17. Observe lessons and provide feedback for a teacher's professional growth and students' success.
18. Collaborate, cooperate and present at the campus and district level meetings or other district level training opportunities
19. Comply with policies established by federal and state law, State Board of Education rule, and local board policy
20. Comply with all district and campus routines and regulations
21. Perform other duties as assigned by the building principal and the Superintendent of Schools

### Evaluation

The Instructional Specialist's evaluation is a responsibility resting with the campus administrator. An evaluation shall be completed in writing at least once during the course of each school year.

### Work Environment

**Mental Demands:** Work with frequent interruptions, maintain emotional control under stress

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals.

**Posture:** Frequent sitting and standing; occasional bending/stooping, pushing, /pulling, and twisting

**Motion:** Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

**Lifting:** Occasional light lifting and carrying (less than 15 pounds)

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.