



GLENBROOK HIGH SCHOOL DISTRICT 225
3801 W LAKE AVENUE
GLENVIEW, IL 60026

Instructional Supervisor Academy and Advanced Academic Programs Job Description

Department:	Administration
Location:	GBN and GBS
FLSA Status:	Exempt
Retirement System:	Teachers' Retirement System of Illinois (TRS)
Term:	198 Work Calendar
Unit Classification:	Administrative
Wage Classification:	Annual Salary
Supervisor:	Assistant Superintendent of Teaching and Learning

Position Summary

This position provides leadership in instructional improvement and curriculum development, oversees the Academy, and coordinates the Glenbrook Advanced Academic programs. Serving as the department's primary instructional leader, this role combines teaching with key leadership responsibilities to enhance educational excellence.

Education and/or Experience and Qualifications

1. Master's degree in the content area preferred or Master's degree in Education.
2. Professional Educator License with a General Administration or Principal endorsement or ability to obtain it within 1 year of employment.
3. Teacher Evaluator Designation or ability to obtain within 3 months of acceptance of employment.
4. Minimum of five (5) years of teaching experience in a high school setting.
5. Minimum of two (2) years experience in delivering professional development opportunities to staff or instructional leadership-related activities (preferred).
6. Current and extensive knowledge pertaining to best practices in Teaching and Learning (T&L) and in the content area.
7. Extensive knowledge of interdisciplinary curriculum development and successful interdisciplinary collaborative teaching implementation.
8. Ability to work positively and productively with adults and high school-age students.
9. Ability to present and produce documents at a high level of sophistication.
10. Ability to make rational decisions, problem-solve, and effectuate change.
11. Ability to learn and stay abreast of changes in policy, T&L, and content area standards.

Essential Functions

Instructional Leadership

1. Models and supports in coordinating instructional methods and pedagogy.
2. Acts as a mentor when appropriate to assist teachers in improving and expanding their repertoire of instructional activities.
3. Supports teachers in developing measurable individual and departmental goals that support the outcome of school-wide goals for student achievement.
4. Encourages teamwork and engages in collaborative problem-solving.
5. Provides leadership opportunities to licensed staff in the department.
6. Aids in developing assessment systems that monitor student learning and analyze data to ensure that the building's goals and standards are met.
7. Provides leadership within the department and collaborates with the building administration in initiating changes necessary to improve student learning based on data analysis and best practices.
8. Sets high expectations of staff and students to support student engagement with the content area.
9. Facilitates continual review and evaluation of curriculum and leads the recommendation of new courses, textbook renewal, and or summer curriculum projects, among other recommendations to remain current and relevant.
10. Provides leadership for department committees.
11. Works collaboratively with other instructional supervisors in developing interdisciplinary programs.
12. Actively participates in Instructional Leadership Team meetings and other meetings as appropriate.
13. Collaborates with the English, Social Science, and World Language Instructional Supervisors in determining and making staffing recommendations to the Principal or designee on hiring, retention, and releasing of staff.
14. Welcomes and assists substitute teachers in their day-to-day work.
15. Evaluates and supervises support staff assigned to the department.
16. Provides support for and coaches teachers on student issues including but not limited to disciplinary problems, academic concerns, accommodations, and parent communication.
17. Makes decisions on student schedule changes and class overloads in consultation with the building administration.
18. Confers with students, teachers, counselors, deans, and parents regarding teacher and student issues.
19. Oversees teacher development of semester assessments for all courses.
20. Responsible for implementing and coordinating department initiatives.
21. Assists APs with master scheduling by making recommendations for teaching assignments and classroom utilization.
22. Coordinates vertical and horizontal articulation in the department and with sender districts.
23. Teaches content area courses which include planning and preparation.
24. Provides professional development for all certified in the department.

Academy Leadership

1. Leads the creation and implementation of a cohesive vision of the Academy.
2. Monitors and evaluates progress towards the goals of the program.
3. Develops interdisciplinary curriculum initiatives and successful interdisciplinary, co-teaching implementation.
4. Provides informal observations in cooperation with the lead evaluator of Academy teachers.
5. Coordinates professional development experiences associated with the vision and needs of the Academy vision.
6. Develops and attends to departmental-specific supervisory tasks, management functions, and duties.
7. Oversees student application, enrollment, interviews, selection, and orientation of the Academy.
8. Coordinates the shuttle schedule in collaboration with the Transportation Liaison and ensures awareness with appropriate building administration.
9. Coordinates field trips and experiential learning.
10. Schedules department courses and assigns teachers to classes.
11. Aligns courses with department initiatives.
12. Prepares, manages, and monitors the department's budget.
13. Oversees and supervises functions of all department-related events.
14. Leads annual parent meetings and program communications.
15. Follows School Board policy, school procedures, and guidelines regarding the daily operation of the school.

Advanced Academic Programs Leadership

1. Develops, implements, and refines a cohesive vision for advanced academic programs, ensuring alignment with district priorities, state policies, and national best practices.
2. Leads the design, expansion, and evaluation of dual-credit offerings, pathway endorsements, and the Seal of Biliteracy to increase student access and success.
3. Oversees dual credit processes and coordinates a district-wide process that ensures efficient communication, enrollment, and understanding across all stakeholders.
4. Collaborates with higher education partners to expand dual-credit and career pathway opportunities.
5. Manages the collection and dissemination of data to support the Seal of Biliteracy Program.
6. Provides support to instructional supervisors exploring dual-credit, Advanced Placement, College and Career Readiness Endorsements.
7. Monitors and evaluates the effectiveness of the Dual Credit program and makes data-driven decisions to improve outcomes.
8. Monitors and evaluates the effectiveness of the Advanced Placement program and makes data-driven decisions to improve outcomes.
9. Analyzes gaps and needs of all advanced placement programs.
10. Creates procedures and protocols to efficiently manage current and emerging advanced academic programs.
11. Ensure that programs are data-driven, using student performance and

- postsecondary outcomes to enhance instructional practices.
12. Stays informed on state and national trends, leveraging innovative practices to improve program quality and student outcomes.
 13. Works with district leadership to secure grants and funding to improve advanced academic opportunities.
 14. Develops appropriate reports and presentations that keep all stakeholders informed of the direction of Advanced Programs in the Glenbrooks.

District, School, and Department Culture

1. Models mutual respect; integrity; professionalism; multicultural awareness; gender, racial, and ethnic equity; and the values, beliefs, and attitudes that inspire others to perform to their highest potential.
2. Fosters equitable and inclusive practices.
3. Recognizes and respects divergent opinions and respects the authority of others.
4. Nurtures a learning environment that fosters teamwork, reflection, experimentation, growth, and innovation.
5. Creates and implements professional goals that support the department, school, and district goals.
6. Maintains high visibility and supports all building staff and students at programs and events.
7. Maintains open communication with all building and district staff members through various meetings to ensure information is disseminated in a timely manner.
8. Recognizes staff, as appropriate, for their actions and achievements.
9. Communicates and promotes high expectations for all staff and student learning in a variety of contexts, media, and publications.
10. Promotes the use of data-driven decision-making in various contexts, including curriculum design, assessment, and evaluation.
11. Is active in appropriate professional organizations and encourages participation by department staff.
12. Perform special projects and assignments at the direction of the Assistant Superintendent of Teaching and Learning and/or Building Principal.

Skills Required

To perform this job successfully, an individual must demonstrate satisfactory performance in each essential duty. The requirements listed below represent the skills and abilities required for this position. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. Ability to maintain composure in difficult situations to keep a respectful and friendly environment for students and staff.
2. Ability to establish and maintain effective working relationships with staff members and students.
3. Ability to communicate in English clearly and concisely, both orally and in written form.
4. Ability to maintain and grow current job skills as directed.
5. Ability to use electronic devices and commonly used software, including student management and grade book software, finance software, Microsoft Office,

Google Apps for Education, and other cloud-based software. Must have the capacity to learn and become proficient with new computer software as needed with minimal guidance.

6. Ability to perform essential duties with an awareness of school district requirements and Board.
7. Proficient with PCs, tablets, and other mobile electronic devices.
8. Demonstrated aptitude for the work to be performed.
9. Demonstrated aptitude as a self-starter who works with minimal supervision.
10. Demonstrated effective human relations and problem-solving skills.
11. Demonstrated strong orientation toward providing customer service.
12. Demonstrated strong work ethic and organizational skills.
13. Ability to maintain confidentiality.

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 essential functions.

1. While performing the duties of this job, the employee is regularly required to stand, sit, walk, talk, and listen.
2. The employee is frequently required to stand, walk, operate office and computer equipment, reach with hands and arms, and frequently repeat actions with the same hand, arm, or finger motion, such as when entering data at a computer.
3. Specific vision abilities required by this job include close vision and the ability to adjust focus. In addition, the ability to withstand the long-term use of computer monitors is required.
4. The employee may occasionally lift and move up to 30 pounds, such as file boxes.

Work Environment

The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. The noise level in the work environment is usually low; however, occasionally, the noise level will be moderate or high.
2. The pace of the work tasks is considered fast.

The information in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive listing of duties performed in this position. The individuals currently holding this position perform additional duties, and additional duties may be assigned.

Glenbrook High School District 225 provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin,

disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

The District has a policy of active recruitment of qualified minority employees, licensed and non-licensed. Individuals requiring assistance completing an application for this opening should contact the Human Resources Office.

Adopted - March 21, 2025