

TITLE: Teaching and Learning Strategist

PURPOSE: Support the Assistant Superintendent of Teaching and Learning, PreK-12 Director of Teaching and Learning and Building Principal in instructional development/change management and school-level continuous improvement to drive academic achievement for all students.

QUALIFICATIONS:

- A minimum of 5 years of classroom teaching experience
- A minimum of 3 years of experience working with adult learners, including coaching, and designing and facilitating professional development to classroom teachers and school leaders
- Teaching experience in the related content area of support
- Ability to use multiple data sources to set measurable goals and strategically plan to complete the goals
- Ability to drive the creation of relevant reports, presentations and materials to share on sustainable approaches for teaching and learning improvement
- Ability to track and analyze key data to make short and long-term recommendations for teaching and learning improvement
- Ability to define problems, analyze data and develop action plans as part of a continuous improvement cycle aligned to teaching & learning improvement in all DPS schools, Grades PreK through 12
- Excellent communication skills: writing, speaking and listening
- Endorsement in related field required
- Experience with curriculum mapping, unit planning, and formative progress monitoring
- Knowledge of research-based school improvement models and strategies
- Experience and knowledge of Rt-I/ MTSS
- Positive energy
- Ability to handle stress

EDUCATION REQUIRED:

- Graduation from an accredited college or university with a Master's Degree in Education in the related content areas of support preferred
- Education background in the related content area of support
- Curriculum and Instruction Degree preferred
- Educational Leadership Degree or program completion preferred
- Project-Based Learning experience preferred
- Montessori education experience preferred
- STEAM education experience preferred
- English Language Learners experience preferred

LICENSURE:

- Valid standard teaching license (Type 03, Type 09, or Type 10) issued by the Illinois State Board of Education with appropriate grade level and content level endorsements
- Type 75 license issued by the Illinois State Board of Education (or equivalent licensure from outside Illinois), preferred
- Additional licensure, experience, and expertise may be required

REPORTS TO:

Assistant Superintendent of Teaching and Learning and P-12 Director of Teaching and Learning.

SUPERVISES:

Curriculum & Instruction Coordinators

MAINTAINS LIAISON WITH: Central Administration
School Staff

ESSENTIAL FUNCTIONS:

(The following are the essential fundamentals to include but not limited to the following job duties.)

Under direction and guidance of the Assistant Superintendent of Teaching and Learning, PreK-12 Director of Teaching and Learning and/or Designee:

- Implements a school and/or District strategic action plan and continuous improvement strategies to drive academic improvement in all DPS school, Grades PreK through 12.
- Leading Teaching and Learning Strategists with implementing a school strategic action plan and continuous improvement strategies to drive academic improvement in all DPS school, Grades PreK through 12.
- Builds day to day instructional capacity of Curriculum Coordinators, Classroom Teachers and School Administrators to deliver core District priorities aligned to teaching and learning.
- Strategically creates and implements a plan to increase student achievement.
- Plays an integral role in the efforts to horizontally and vertically align all content curriculum and oversees progress monitoring in all DPS schools, Grades PreK through 12.
- Supports the development of high-quality/effective instruction in all schools.
- Observes and coaches Classroom Teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Works with Classroom Teachers, Support Staff, and Building Principals to refine and develop common standards-based pacing plans, mid-year, and end of year common assessments for each grade level (when applicable).

- Works with various teams to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments.
- Helps Curriculum Coordinators, Classroom Teachers, Support Staff, and Building Principals develop both district-wide, school-wide and classroom academic intervention plans.
- Works with Assistant Superintendent of Teaching & Learning, Directors of Teaching & Learning and School Administrators to develop policies and school structures that facilitate the improvement of instruction and the appropriate interventions and supports for students.
- Supports and delivers guidance on all content using 21st Century learning strategies and techniques.
- Continuously monitors, tracks and analyzes student achievement data in order to identify needed supports and strategies.
- Provides differentiated teaching and learning support by working directly with Assistant Superintendent of Teaching & Learning, Directors of Teaching & Learning, Administrators and Teachers in the classroom to model effective, research-based instructional practices, by working collaboratively to drive data-informed instructional planning, and by working with school-based leadership teams to actualize CCSS implementation at the classroom level.
- Consults and collaborates with Principals, Assistant Principals, School-based Instructional Leadership Teams to develop data-informed strategies to support teaching and learning improvement. These strategies include (but are not limited to): curriculum development, professional development plans, direct support to classroom teachers, student outcome progress monitoring, and student intervention plans.
- Prepares and presents progress monitoring reports to the Assistant Superintendent of Teaching and Learning, PreK-12 Director Teaching and Learning and/or Designee which will include but not limited to: identifying information of teachers, grade levels of teachers assigned and specific timelines of support provided for teaching and learning improvement, outcomes of teaching and learning support provided to teachers and administrators.
- Performs multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions.
- Applies assessment instruments; coaching skills; training and workshop skills; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.
- Performs Algebra and/or Geometry; reads technical information, composes a variety of documents, and/or facilitates group discussions; and analyzes situations to define issues and draws conclusions.
- Performs the functions of the job which includes but are not limited to: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of Essential Functions Adapts classroom activities, assignments

and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

- Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions.
- Researches best practices in instruction for the purpose of providing current methods and instructional techniques.
- Works with Assistant Superintendent of Teaching & Learning and Directors of Teaching & Learning to ensure Building Administrators maintain a comprehensive tiered identification process for the purpose of providing help to students who need additional support to achieve academic success.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Schedules a number of activities, meetings, and/or events; gathers, collates, and/or classifies data; and uses job-related equipment.
- Be flexible when working with others in a wide variety of circumstances; works with data utilizing defined but different processes; and operates equipment using standardized methods.
- Works with a diversity of individuals and/or groups; works with a variety of data; and utilizes job-related equipment.
- Problem solving is required to analyze issues and create action plans.
- Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate.
- Supports and leads the design, delivery, and facilitation of professional development professional and learning communities.
- Implements the continuous improvement to affect significant, trackable improvement in teacher performance and student achievement.
- Plans the necessary time, resources, and materials to support accomplishment of education goals.
- Provides project support for all Career, College, and Technical Education programming.
- Provides support and data collection related to Work Force development and post-secondary follow-up and documentation for the District.

GRADE LEVEL: 10C

TERMS OF EMPLOYMENT:

This is an Administrative Support position, 240 days per year.

FSLA:

Exempt

Pending BOE Approval 5/12/20

BOE APPROVAL 10/24/2023

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board of Education policy on the evaluation of Administrative Support.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT:

The conditions herein 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 job functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use repetitive hand motions, including prolonged use of a computer terminal. The employee is frequently required to sit, see, talk, and hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, depth perception, and ability to adjust focus with or without correction. Hear in the normal audio range with or without correction.

MENTAL DEMANDS:

While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, instruct, synthesize, evaluate, use interpersonal skills, compile, and negotiate. The employee frequently is required to compute. The employee occasionally is required to copy.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate. The job is performed under minimal temperature variations and a generally hazard free environment.

Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.