

EPPING SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: INSTRUCTIONAL SPECIALIST

GENERAL DESCRIPTION: The Instructional Specialist is responsible for the facilitation and improvement of the school-wide instructional plan and response to intervention plan. This position acts primarily as a resource to teachers assisting with instructional planning, classroom assessment, and the implementation of differentiated instruction. The Instructional Specialist may provide instruction for students in need of acceleration, correction, or remediation. However, the Instructional Specialist position's primary objective is to build teacher capacity within the classroom by working collaboratively with teachers to implement a quality instructional program that is research-based and differentiated for student needs. The Instructional Specialist must also meet the general teaching, content, and/or other applicable qualifications outlined in the NH Code of Administrative Rules for Education and Epping School District Teacher Job Description.

QUALIFICATIONS:

1. Valid certification in area of content or eligibility for certification in assigned grades
2. Advanced understanding of content and instruction
3. Prior experience teaching in area of assigned content and grades, three or more years preferred
4. Experience with NH State Standards and Assessment
5. Experience with like instructional program adopted by school district
6. Ability to analyze and use data to design, modify, and evaluate curriculum, instruction, and assessment
7. Experience in a school leadership role
8. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Requires knowledge in school rules, practices, and law; NH Department of Education rules and school requirements; and School Board policy. Also requires knowledge of NH Public School Standards; NH Curriculum Standards and Assessments; best practices in curriculum, instruction, and assessment; and instructional and behavioral interventions.

SKILLS: Requires demonstration of strong collaborative, teaching, coaching, and leadership skills to support student programming and work in a team setting; problem solving skills to support student success; service-related people skills; verbal and written communication skills; organizational skills to balance demands of a multi-tasking position; data analysis and analytic skills to evaluate and recommend changes in instructional programming; operational skills in office equipment and technological instructional devices; technology skills in communication, student data management, and analysis, and reporting, and other school requirements.

ABILITIES: Requires excellent attention to detail and follow through to meet school district requirements, significant confidentiality responsibilities due to student and staff issues, resource management, and fiscal responsibilities in the area of school budget.

CLASSIFICATION: This position is designated as a Teacher position subject to the Teachers' Collective Bargaining Agreement, School Board Policy, and School Rules and Regulations.

REPORTS TO: School Principal, evaluation in accordance with this job description and Epping School Board Policy

SUPERVISES: Assigned support staff if applicable

PERFORMANCE RESPONSIBILITIES:

PLANNING AND PREPARATION

1. Demonstrate knowledge of current trends, ideas, and research in instructional area and professional development.
2. Demonstrate knowledge of the school's instructional program and levels of teacher skill in delivering the instructional program.
3. Establish goals for the instructional support program appropriate to the needs of students and school staff and the mission and vision of the school and district.
4. Demonstrate knowledge of instructional resources, both within and beyond the school and district.
5. Plan the instructional support program to align with the district and school goals, integrate with the overall school program, and improve teacher instruction and student learning.
6. Develop a plan to evaluate the instructional support program.

THE ENVIRONMENT

1. Create an environment of service, trust, and respect that promotes teacher and student learning.
2. Establish a school culture for ongoing instructional improvement and promote instructional assistance using various means.
3. Establish clear procedures for teachers to gain access to instructional support.
4. Establish and maintain norms of behavior for professional interactions and communicate expectations for and monitors student behavior in compliance with school and district standards.
5. Organize physical space to provide a welcoming environment and to enhance individual and group learning activities for students and teachers.
6. Train, supervise, and evaluate support staff if applicable.

DELIVERY OF INSTRUCTIONAL SERVICES

1. Collaborate with teachers in the development and modification of instructional units and lessons and teach units as requested.
2. Engage teachers in learning new instructional skills and students in acquiring new knowledge and skills.
3. Share expertise with staff including teaching model lessons, modeling instructional strategies, providing individual and/or team consults, examining student work, presenting workshops, and facilitating study groups.
4. Share expertise with staff on the design, implementation, and analysis of student assessments to

guide instruction and improve school program and student learning.

5. Collect and analyze student data from state, district, and school sources.
6. Share student data with teachers to inform teaching and group students to address learning gaps and advance teacher instruction skills.
7. Oversee student instructional intervention programs, recommend interventions including technological tools, and if applicable provide support to students per the school schedule and student plan.
8. Use a variety of data to evaluate and assess teacher needs in curriculum, assessment, and instruction.
9. Provide timely feedback to teachers.
10. Locate resources for teachers to support instructional improvement and keep an inventory of instructional and professional materials.
11. Demonstrate flexibility and responsiveness to teacher needs. Revise instructional program and supports when needed to meet student, teacher, and school needs.
12. Provide teacher professional development to improve the teaching skills and student learning.
13. Design, coordinate, and conduct parent and family workshops to improve student learning. Provide supplemental instructional materials to improve student learning.

PROFESSIONAL RESPONSIBILITIES

1. Exhibit personal interest and enthusiasm for content and instructional program.
2. Advocate for instructional program.
3. Be accountable for student learning.
4. Reflect on practice.
5. Prepare and submit budgets and reports.
6. Meet weekly with the School Principal to discuss successes, challenges, and needs of the instructional program.
7. Participate in the professional community and serve on school and district committee in the areas of instructional program.
8. Collaborate and coordinate work with instructional specialists in other schools and districts.
9. Engage in professional practice and development.
10. Show professionalism, including integrity and confidentiality, in accordance with school district rules, regulations, and policy.

Performance responsibilities may also include teacher responsibilities per the Teacher job description.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; climb stairs; and stoop, kneel, or crouch. The employee is frequently required to supervise students requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee may be required to occasionally lift, carry, move, and/or restrain school-age students. Specific vision abilities required by this job include close vision,

distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting. The employee is required to walk in order to address issues throughout the school. Employee is regularly required to handle stressful situations and resolve conflicts. The employee is occasionally required to drive.

TERMS OF EMPLOYMENT:

1. Work year and day subject to individual contract
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NH certification or eligibility in area of teaching assignment
5. Highly qualified in area of teaching assignment
6. Teacher contract with salary and benefits defined by collective bargaining agreement

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.