

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: Teacher Specialist FLSA Classification: Exempt
 Department / Location: Teaching and Learning Contract: 207 Days
 Supervisor's Title: Administrator, Teaching and Learning Evaluation Type: Specialists
 Original date: 04/85 Revised: 03/92 Revised: 08/05 Revised: 04/20

GENERAL FUNCTION

Under the direction of the Administrator of Teaching & Learning (T&L), the **Teacher Specialist** serves in a collegial, non-evaluative leadership role within schools and at the District level. Will support and facilitate effective instruction and professional growth in a broad range of areas (i.e. Science, Math, STEM, Dual Language Immersion, Literacy, Technology, Gifted and Talented, Mentoring, etc.) Assist with the development and implementation of T&L goals, strategies, evaluation and other support materials, and appropriate programs as assigned.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- Support and facilitate effective instruction and professional growth in a broad range of areas (i.e. Science, Math, STEM, Dual Language Immersion, Literacy, Technology, Gifted and Talented, Mentoring, etc.)
- Assist with the development and implementation of T&L goals, strategies, evaluation and other support materials, and appropriate programs as assigned.
- Evaluate educational structures and policies that affect students' equitable access to high-quality instruction, and act professionally to assure that all students have appropriate opportunities to learn essential skills in the content. Manage diversities of the schools and District—cultural, disability, linguistic, gender, socioeconomic, developmental—and use appropriate strategies to support the learning of all students.
- Design and lead appropriate teacher professional development to enhance content knowledge, pedagogy, and use of District supported programs and tools. Develop skillful and flexible use of different instructional formats—whole group, small group, partner, and individual—in support of learning goals.
- Encourage and support District, school, department and/or grade level teams in PLC's. Provide support to teachers in analyzing student's assessment data and developing appropriate instructional responses to individual student needs.
- Facilitate teacher focus groups, department chair meetings, and/or advisory meetings. Advance the growth in self and others as reflective practitioners in the action of utilizing group processes to collaboratively solve problems, make decisions, manage conflict, and promote meaningful change.
- Effectively use technology as a tool for instruction, assessment, engagement and support for teacher and student learning.
- Support the use of high-quality curriculum. Select, use, adapt, and determine the suitability of content curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals. Evaluate the alignment of local and state curriculum standards, District textbooks, and District and state assessments, and recommend appropriate adjustments to address gaps.
- Monitor current research, professional development, critical issues, and curriculum in assigned content area(s) through study and active participation in appropriate professional organizations.

- Attend, participate and lead T&L meetings as required (i.e. specialist meetings, PLC, coach training, etc.). Serve on T&L focus groups, work groups, and sub-committees as assigned.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Required to travel to District schools or other locations and must be able to provide own transportation.
- Adhere to contract time. Requires daily attendance at assigned work location.
- Other duties and responsibilities as assigned by the principal/administrator.

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| <ul style="list-style-type: none"> • This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position. • Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month). |
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QUALIFICATION REQUIREMENTS

- Requires compliance with USBE state license requirements. Specific endorsements may be required based on the focus of the position (i.e. Math, Science, Gifted and Talented, STEM, English as a Second Language, etc.).
- Requires a minimum of five (5) successful years of instructional experience in a public school.
- Broad knowledge of content, instruction and assessment with the ability to facilitate adult learning, coach peers, and utilize data for improvement.
- Strong understanding of educational research and use of data to make programmatic and instructional decisions.
- Requires excellent communication skills in listening, speaking, writing, and presenting.
- Requires effective interpersonal and collaboration skills for working effectively with individuals and groups at all levels within the District. Requires effective leadership skills which include problem-solving, organization, multi-tasking, and time management.
- Requires a deep knowledge and understanding of the subject matter for the position assigned. Must also demonstrate an extensive understanding of the progressions of the subject matter across grade levels, as well as how the concepts and skills develop throughout the grades.
- Requires demonstrated experience and proficiency in supporting and providing effective student-centered instruction as well as proficient experience working with teachers to assist them in designing student-focused learning experiences that:
 - Provide opportunities for students to explain and justify their thinking via academic discussion.
 - Utilize and build upon learners' existing knowledge, skills, understandings, conceptions, and misconceptions to advance learning.

- Demonstrate an understanding of learning trajectories related to particular topics and use this knowledge to select, organize and deliver instruction that is developmentally appropriate and responsive to individual learners.
- Demonstrate an understanding of cultural differences among learners and utilize this knowledge to motivate and extend learning opportunities for individuals.
- Requires proficiency in the formative assessment cycle and be able to find or create appropriate resources for this purpose.
- Must be proficient in the analysis of formative and summative assessment results, in order to make appropriate interpretations and communicate results to appropriate and varied audiences.
- Requires a valid Utah Driver's license that allows incumbent to legally operate a motor vehicle in Utah.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.

Physical Requirements – Not limited to the following:

- While performing the duties of this job, the teacher is regularly required to speak and/or hear. The employee is frequently required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The teacher is occasionally required to use hands to handle or feel and may be required to climb or balance.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Teachers in Sp. Ed., P.E., CTE, Theatre and/or Art may be required to occasionally lift and/or move up to 50 pounds.
- Specific vision abilities required by this job include close vision, distance vision, peripheral vision and depth perception.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*