

TITLE**Curriculum Specialist****QUALIFICATIONS**

1. At least a Bachelor's Degree with an appropriate teaching endorsement(s);
2. Evidence of strength as a strong, effective teacher;
3. Strong communication skills with some experience in teaching and training of adults; and
4. Ability to demonstrate technology skills in current technology applications, use of peripherals, and classroom integration.

JOB GOAL

To work as a colleague with classroom teachers to support student learning, to focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction, and to provide personalized support that is based on goals and identified needs of individual students.

ESSENTIAL FUNCTIONS

1. Teaches, models, and facilitates research-based best practices within the schools' instructional program;
2. Collaborates with teachers to identify the instructional needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students;
3. Encourages on-going professional growth for all teachers;
4. Evaluates student achievement and assists with providing suggestions for increasing student achievement by assisting with analyzing and interpreting data;
5. Identifies needs and makes recommendations for appropriate instructional interventions and assessments;
6. Creates positive relationships with teachers and administrators;
7. Demonstrates research-based instructional practices that have been found to increase student performance;
8. Communicates effectively with principals and teachers;
9. Identifies needs and makes recommendations for appropriate instructional materials and assessments that directly support and align to the Common Core State Standards;
10. Monitors the intervention programs by observing and meeting with teachers and the RTO coordinator;
11. Reacts to change in a positive, productive manner and handles other tasks as assigned;

12. Supports teachers with the implementation of the components of the 105 minutes literacy block, 60 minute math block, 30 minute language arts block and the 30 minute science and social studies block;
13. Works with the principal to create the school's professional development plan, structure related coaching, and identify specific, measurable, and attainable benchmarks for teacher and student performance;
14. Networks with other instructional coaches and participates fully in ongoing professional development to extend instructional competencies in all content areas; and
15. Meets regularly with PLC teams and the principal to report on instructional practices and progress while also planning the next steps.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 10 pounds. Other physical demands that may be required are as follows:

1. Stooping and/or kneeling
2. Reaching
3. Talking
4. Hearing
5. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people beyond giving and receiving instruction.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.
5. Strong communication skills.
6. Well versed in research on teaching and learning.
7. Can model demonstration teaching.
8. Ability to meet the public well.
9. Ability to convey curriculum and staff development experience
10. Good organizational skills.

11. Demonstrates the ability to implement innovative ideas.
12. Enthusiasm

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Data Perception*: Ability to understand and interpret information presented in the form of graphs, charts, or tables.

WORK CONDITIONS

Normal working environment—anticipate working in 210 days, could possibly extend to a maximum of 240 days, if needed and funds are available. Works under the direct supervision of the Supervisor of Federal Programs, Elementary Education, and Accountability and the Supervisor of Secondary Education and Career Enhancement.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.