

INSTRUCTIONAL SPECIALIST
Noble Academy District #4171
JOB DESCRIPTION

GENERAL PURPOSE:

To create an educational program, classroom and building environment that is Multicultural/Gender/Ability Fair, is favorable to learning and growth, and is based on a commitment that all children can learn.

MINIMUM QUALIFICATIONS:

- Preferably a K-12 Principal License and an ESL License
- Prior successful experience in urban, multicultural education is desirable
- At least five years of classroom teaching experience
- Demonstrates continued professional development through course work, research, peer collaboration, and/or job-embedded staff development
- Working knowledge of the Houghton Mifflin reading/Language Arts curriculum, Everyday Math, ST math, Study Island, AR, AM, Read Naturally, Macmillan/McGraw-Hill Social Studies Curriculum, FOSS kit, and classroom management techniques by use of Responsive Classroom Approach, current researched best practices and strategies, and as well as students' learning styles and needs, both academic and affective.

PROFESSIONAL RESPONSIBILITIES:

Curriculum/Instruction:

- Mentors all teachers in appropriate instructional and developmental strategies
- Demonstrates reading, writing, skills lessons for teachers
- Observes, supports, coaches, and mentors teachers to effectively teach each of the NBA programs
- Orders/views/adapts all curricula for NBA
- Assists with the alignment of curricula to state standards
- Trains all staff in classroom reading
- Ensures teacher and classroom needs are met (curriculum/supplies/etc.)
- Has a working knowledge of and implements the Minnesota State Standards
- Handles other curriculum related activities

Staff Development:

- Assists staff development for Tuesdays and staff development days
- Assists with curriculum mapping
- Trains staff on NBA curriculum
- Trains staff on Sheltered Instruction
- Seeks out side/community resources and training for staff

Other:

- Responsible for subbing in emergency situations
- Assists with programs/incentives for student achievement/certificates
- Collaborates and communicates regularly with families to make educational decisions; uses family and community resources to support learning
- Assesses student developmental, cognitive, and social needs and insures that developmentally appropriate instruction meets identified needs
- Insures that there are regular assessments of student learning by using multiple forms of assessment
- Facilitates positive interactions between students and teachers, students and peers, and students and other adults
- Models learning and behaviors consistent with the expectations for students
- Assesses own instructional effectiveness through the Professional Development Process (PDP)
- Provides and participates in ongoing and regular staff, team, and individual professional development
- Collaborates with peers to develop, plan, and implement best practices based on the needs/abilities of the students
- Serve as an ESL instructional leader by providing knowledge, skills and feedback to improve classroom practices and student achievement
- Oversee the PLC growth plans

- Meet with PLC team leaders and curriculum coordinator on a weekly basis
- Coordinate with PLC team leaders to meet school/classroom needs
- Assist the curriculum coordinator in providing PLC team leaders with resources for best practices
- Help PLC team leaders develop and work towards fulfilling their PDPs
- Team teach with colleagues
- Provide demonstration lessons
- Record attendance at all-school professional development meetings/trainings
- Research and field-test (with PLC team leaders) new researched-based instructional strategies that will improve student achievement
- Use student achievement results for instructional applications
- Observe, coach and assist with teachers' performance evaluations 3X a year using a modified version of Charlotte Danielson's "Framework for Teaching" conducting pre and post observation conferences for each observation
- Communicate effectively with colleagues while coaching, listening, teaching, encouraging and demonstrating research-based practices
- Work with the curriculum coordinator and the curriculum/staff development committee in developing, implementing and evaluating curriculum and staff development activities at a school-wide level
- Work with PLC team leaders, Superintendent & the Deputy Superintendent of Academics (DSA) in analyzing school and teacher/student achievement data and assess progress towards site achievement goals
- Develop and implement a process for communicating with PLC team leaders, the entire staff and the leadership team
- Participate in all Q-Comp trainings
- Be an active member of the school leadership team
- Share instructional leadership with the Superintendent & the Deputy Superintendent of Academics (DSA)
- Support the vision and mission of Noble Academy
- Serve as one of the PLC team leaders
- Assists the Superintendent with marketing the school through the use of banners, flyers, brochures, signs, fund-raising events, etc. as needed
- Follows other duties as assigned by the Superintendent & the Deputy Superintendent of Academics (DSA)

KNOWLEDGE AND SKILLS:

- Ability and willingness to keep records and office space organized and easily accessible
- Ability to follow through in a timely manner
- Knowledge of and ability to perform classroom management skills, practices and relationship building
- Excellent communication skills and ability to communicate effectively both orally and in writing to members of the public, the community, the staff, the students, and the administration
- Excellent interpersonal skills and the ability to deal with a variety of personality types and dispositions in numerous circumstances while maintaining a controlled, tactful, respectful, professional manner
- Excellent team player skills with positive attitude
- Ability to maintain a calm presence in an emergency
- Ability to think clearly in any situation, determine priorities, and handle multiple tasks
- Ability to make appropriate decisions quickly
- Willingness to show initiative in problem solving and team goal achievements

PROFESSIONAL EXPECTATIONS:

- Every staff member is subject to the rules and regulations contained in the Terms of Employment and Staff Handbook
- All staff are expected to be punctual and in regular attendance
- If any employee is unable to report to duty because of illness or otherwise, immediate notice must be given to the Superintendent & the Deputy Superintendent of Academics (DSA)
- Outside work is not permitted during school hours and all employees shall devote their entire defined workday to the duties in which they have been assigned
- All members will maintain a professional appearance, general decorum, and behavior that conforms to their professional status in the community
- Special care will be taken by every employee in the use and protection of all school property
- Participates in all school/family events beyond the school day

- Participates in all Tuesdays and all other scheduled staff development sessions
- Follows other duties as assigned by the Superintendent & the Deputy Superintendent of Academics (DSA)

HOW TO APPLY:

Interested candidates should download and complete Noble Academy's employment application from www.nobleacademy.us/careeropportunities.html and submit it with a cover letter, resume and three letters of recommendation to humanresources@nobleacademy.us.

Please note that all employees are expected to understand their role as stated herein and understand that this list is not inclusive. All staff must follow through with responsibilities knowing that sometimes they will have to perform tasks assigned by the Superintendent and/or Deputy Superintendent that are not part of their job descriptions. Responsibilities are subject to change with or without notice.

Noble Academy is an equal opportunity employer. Employment consideration is made without regard to race, color, creed, gender, national origin, age, disability marital or veteran status, sexual orientation or any other legally protected statuses.