



JOB DESCRIPTION

JOB TITLE: **Continuous Improvement Specialist (CIS)**

Position Type: <b>Certified</b>	Department: <b>Data Analysis &amp; Organizational Improvement</b>
Salary Schedule: <b>Certified</b>	Reports to: <b>Director of Organizational Improvement</b>
	Location: <b>District Office</b>
Term of Employment: <b>10 months</b>	Date: <b>April 11, 2023</b>
Shift: <b>Day</b>	Approved By: <b>Human Resources</b>

**POSITION SUMMARY:**

The Continuous Improvement Specialist (CIS) provides specific and strategic professional support that is ongoing and responsive to the needs of the DAOI department. The CIS plays a critical role in the development, deployment and refinement of resources related to continuous improvement and professional learning. The CIS will provide coaching through multiple modalities to ensure the system is effective and supports the district's strategic plan, mission, vision, and core values. Additionally, the CIS will work directly with the PLC Training Team to build capacity amongst school and teacher leaders.

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**ESSENTIAL FUNCTIONS:**

- Provides feedback and support to the overall improvement of the CIP and DIP processes: template improvements and feedback improvements.
- Plans and facilitates DIP/CIP focus groups to support all campuses and departments.
- Provides support and training for departments and divisions in the development and deployment of continuous improvement principles.
- Provides opportunities to deepen a positive culture through connecting district initiatives to external feedback.
- Maintains District Organizational Profile.
- Creates and facilitates district-wide professional learning.
- Experience leading teams to build understanding of the PLC Framework: focus on learning, collaborative culture, and results orientation.
- Experience facilitating collaborative teams and coaching teams to meet student learning outcomes.

- Experience leading teams to identify essential standards, clarify proficiency, establish common pacing and develop common formative assessments.
- Experience leading teams to build shared knowledge about MTSS to identify students who struggle and utilizes Response to Intervention models and resources to ensure high levels of learning for all.
- Continuously monitors and analyzes performance data to guide the design and improvement of program initiatives and activities.
- Possesses knowledge of and experience working with diverse learners.
- Demonstrates the ability to effectively use a variety of technology tools for planning and implementing instruction.
- Models and teaches continuous improvement practices leading to improved results.
- Supports alignment of CIP/DIP and Title I goals to the district Strategic Plan throughout the organization.

**Leadership:**

- Possesses effective organizational skills.
- Demonstrates skills in problem solving, listening, collaboration and diplomacy.
- Possesses excellent oral, written communication, and effective interpersonal skills to a variety of audiences including: teachers, administrators, and district leadership.
- Possesses understanding and experience with successfully facilitating and supporting educational change.
- Demonstrates leadership capacity and strong advocacy for teachers.
- Committed to lifelong learning, including a demonstrated passion for exploring new ideas and practice.

**Professional Responsibilities:**

- Participates in professional development activities that enhance personal knowledge
- Attends all scheduled meetings, including those outside of the school day.
- Committed to the creation of high quality professional facilitation tools in alignment with department expectations (i.e. PowerPoint presentations, meeting agendas, participant guides, and other supporting materials).
- Committed to following all district sign in/out procedures at all locations.
- Deploys professional development on all release days when appropriate.
- Maintains all professional development records through My Learning Plan.

**Program Evaluation Support:**

- Maintains records of participants, program activities and resources used to determine effectiveness.
- Deploys tools needed to support the program evaluation: surveys/questionnaires, individual and group interviews, and classroom interaction to determine the impact on teachers and students.

**MARGINAL DUTIES:**

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

- Completes other job related duties as assigned by the supervisor.

**OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Demonstrates the ability and desire to provide outstanding customer service.
- Utilizes broad problem solving skills and reflective practice.
  
- Must have a willingness to work in a non-traditional calendar environment.
- Demonstrates a history of highly effective student growth/achievement.
- Demonstrates professionalism in attitude and behaviors, including confidentiality.
- Demonstrates effective facilitation, coaching and co-teaching techniques.
- Demonstrates the ability to operate at an independent level while producing and maintaining high quality work.
- Demonstrates the ability to work effectively under time constraints.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate flexibility, common sense, and good judgment.

**CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:**

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education Standard Teacher certification requirements for Elementary or Secondary Education.
- Administrative Certification, preferred.
- Must have and maintain a valid Arizona driver's license.

**EDUCATION AND/OR EXPERIENCE:**

- Facilitation and Presentation Skills.
- AdvancED Accreditation Process Experience, preferred.
- 5 years teaching experience required

**LANGUAGE SKILLS:**

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

**MATHEMATICAL SKILLS:**

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.
- Demonstrates the ability to orchestrate talk that engages students in discourse, uses the art of questioning and uses student thinking to propel discussions through a supportive environment.

**REASONING ABILITY:**

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

**PHYSICAL DEMANDS:**

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**ENVIRONMENTAL CONDITIONS:**

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COMMENTS:**

*This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor. This is a temporary management guide tool, subject to change.*



