



DEER VALLEY

Unified School District

JOB DESCRIPTION

Job Title: **English Language Learner Curriculum Instructional Assessment Specialist**

Position Type: Certified	Department: Curriculum, Instruction, and Assessment
Salary Schedule: Certified	Location: District Office
Salary Range:	Reports to: Director of Curriculum Instruction and Assessment
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: June 19, 2023

POSITION SUMMARY:

The English Language Development Curriculum Instructional Specialist is a certified teacher whose primary role is to support the development of standards-based curriculum, to demonstrate instructional leadership and provide instructional staff members with strategies, tools, and techniques to effectively teach English Language Learner students as well as to be in compliance with state and federal laws and regulations.

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:

- Supports the teaching, learning, and assessment of the State Board adopted English Language Proficiency Standards (ELP).
- Collaborates with classroom teachers to provide high quality standards- based teaching, learning, and assessment in English Language Development (ELD).
- Provides instructional support by: formal and informal discussions with individual teachers; coaching; co-planning; demonstration lessons with pre and post discussion/analysis; co-teaching; study groups; staff meetings; professional development workshops/in-services/district courses and lesson studies.

- Provides ELD instructional support by locating, developing, and providing needed curriculum resources.
- Supports differentiated instruction and the integration of appropriate ELD strategies/methods for all students
- Assists teachers with development and analysis of classroom-based English proficiency formative assessments.
- Actively participates with other teachers in regularly scheduled professional development to enhance leadership capacity.
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
- Works collaboratively with ELA, Science, and Social Studies CIAS's for professional development in order to integrate language in the content areas.
- Provides professional development for staff related to District goals that promote collaboration and the inclusion of instructional practices that best meet the needs of ELs.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Demonstrates knowledge of the alignment of curriculum with English Language Proficiency Standards.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
- Assist the staff in understanding and aligning the curriculum content standards with the ELP or language focus of the lesson.
- Recommends adjustments in curricular, assessment and instructional strategies resulting from the analysis of data.
- Utilizes technology in developing curricular, instructional, and assessment strategies.
- Has an accurate impression of the lessons' effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
- Coordinates ELD committee work in curriculum and assessment development and other areas as designated.
- Oversees resources and textbook adoption, rollout, and implementation.
- Attends specific meetings that affect the curriculum, instruction, and assessment of grades K-12; prepares reports as needed.
- Provides technical assistance to teachers and administrators in the analysis and interpretation of students data related to learning, achievement, and to English language acquisition content.
- Remains current with legislative actions that relate to content area.

- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- Participates in professional development activities.
- Helps to design and implement Professional Development Plans and/or assists teachers in achieving their goals.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need help.
- Works to develop a repertoire of leadership strategies.
- Applies District policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, and Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Must meet any additional specific job requirements as indicated by the District.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Communicates clearly and accurately with all audiences.
- Demonstrates flexibility and responsiveness in all situations.
- Works cooperatively with all staff members.
- Displays awareness of resources.
- Contributes to the schools and district.
- Utilizes data to determine adult learning priorities.
- Grows and develops professionally.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and District.
- Effectively determines and clearly communicates instructional goals.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- None

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Effectively uses technology as a tool for planning and implementing instructional strategies.
- Demonstrates flexibility, common sense, and good judgment.
- Demonstrates excellence in working with students and adults.
- Demonstrates commitment to professional collaboration.
- Possesses familiarity with AIMS, District Assessments, and formative assessment.
- Demonstrates excellence in teaching

- Understands curriculum design and best practices in instructional strategies.
- Models lessons using best practices in instructional strategies.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates effective coaching techniques.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.

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 certification requirements.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Master's degree preferred, with a minimum of five years effective teaching experience in English Language Development.

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 explain mathematical concepts in a variety of ways.
- 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 algebra and geometry.

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.