



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **MTSS Curriculum Instructional Assessment Specialist (CIAS)**

Position Type: Certified	Department: Curriculum, Instruction & Assessment
Salary Schedule: Certified	Location: District Office
Reports to: Deputy Superintendent of Curriculum, Instruction & Assessment	
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: March 22, 2021

POSITION SUMMARY:

The MTSS CIAS provides embedded, visible support that responds to the teachers providing intervention and student needs in an ongoing, consistent, dedicated way for all district K-12 schools. He or she engages staff in the study and use of effective instruction and intervention strategies for all students in Tier II and Tier III Intervention, provides support systems to implement district identified Intervention programs instructional program with fidelity, and creates coordinated professional development that is responsive to student achievement data and instructional needs. The MTSS CIAS shall serve as liaison between schools and the district.

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:

- **Curriculum, Instruction and Assessment:**
 - Increases the quality and effectiveness of Tier II and Tier III Intervention instruction.
 - Supports Intervention throughout the district in grades K-12.
 - Maintains current knowledge of educational research, materials and strategies by attending meetings, trainings and conferences pertaining to district identified Intervention programs.

- Provides supplemental resources/materials to teachers to help students meet basic grade level standards.
 - Develops and manages an in-classroom support schedule including meetings with teachers to analyze student work, review classroom assessments, and plan for instruction.
- **Professional Development:**
- Coaches and models/demonstrates lessons in identified Intervention programs.
 - Trains and supports teachers, administrators, and other district leadership in developing strong instructional practices to improve student achievement in Tier II and Tier III interventions.
 - Mentors and trains new teachers with Tier II and Tier III Interventions.
 - Coaches and models/demonstrates best instructional practices for differentiating instruction for all student learners.
 - Prepares instructional materials and reports.
 - Reviews achievement data with classroom teachers and explores ways to adjust instruction and activities to improve the academic success of students.
 - Facilitates monthly professional learning communities, based on coaching data, for teachers to develop strong Tier II and Tier III Communities.
 - Supports building administrators in the use of data to identify instructional strategies that will foster improvement in student achievement.
 - Develops quarterly RI growth and program implementation reports and shares recommendations with district and building leadership.
 - Provides support for administrators with Tier II and Tier III classroom walk-throughs.
 - Attends trainings and meetings and act as a liaison between the Curriculum Department and the Intervention teacher and administrators in each building.
 - Conducts Tier II and Tier III classroom visits with checks for fidelity.
 - Provides ongoing support and assistance to the school in the implementation of scientifically-based reading research strategies related to the goal of increasing student achievement in the area of reading.
 - Proficiently navigates the Tier II and Tier III Online systems and assists teacher in proper utilization of the classroom student data system to make instructional decisions.
 - Provides technical assistance with Tier II and Tier III challenges and routine software/hardware issues.

- Supports the design and implementation of standards-based curriculum, assessment, and instruction.
 - Provides technical assistance to teachers and administrators in the analysis and interpretation of student data related to learning, achievement and to designated content areas.
 - Coordinates committee work in curriculum development and other areas as designated.
 - Attends specific meetings which affect the curriculum, instruction, and assessment of grades K-12; prepares reports as needed.
 - Teaches additional district courses (some evenings and Saturdays required).
 - Conducts regular meetings with curricular teacher leaders at the school level.
 - Effectively determines and clearly communicates instructional goals.
 - Contributes to District level work teams and committees, providing a content-specific focus.
 - Coordinates, supports and provides training for district assessment administration in the subject area of responsibility.
 - Works collaboratively with other CIAS's for professional development.
- **Professional Knowledge & Skills:**
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
 - Works collaboratively with other CIAS team members for professional development with the Arizona College and Career Ready Standards.
 - Provides professional development for staff that is related to district goals that promote collaboration.
 - Utilizes data to determine adult learning priorities.
 - Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
 - Demonstrates knowledge of the alignment of curriculum with Arizona College and Career Ready Standards.
 - Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
 - Assists the staff in understanding and aligning the curriculum content standards.
 - Recommends adjustment in curricular, assessment, and instructional strategies resulting from the analysis of data.
 - Utilizes technology in developing curricular, instructional, and assessment strategies.
 - Displays awareness of resources.

- 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 outlines in the Arizona State Professional Teaching Standards.
- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- 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.
- Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
- Applies District policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, 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.
- 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.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies and professional development.
- 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 be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.

- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

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.
- ~~Must meet all NCLB (Highly Qualified) qualifications.~~
- Must attain SEI endorsement as required by Arizona Department of Education.

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.
- Site leader experience preferred.

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.

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.