

	<b>POSITION DESCRIPTION</b>
<b>Title: Instructional Strategies Support Specialist</b>	
<b>Department: Educational Services Division</b>	<b>FLSA Classification: Exempt</b>
<b>Bargaining Unit: SRTA</b>	<b>Work Year: 185 days</b> <b>Work Hours: 6.5 hours per day*</b>
<b>Reports to: Executive Directors of Elementary and Secondary Education</b>	<b>Board Approval Date: 6/11/2025</b>

**Salary Grade: SRTA Certificated Salary Schedule**

**Primary Function:**

The Instructional Strategies Support Specialist. Under the direction of site and district leadership, the instructional strategies support specialist supports the implementation of high-quality instructional practices by building teacher capacity and reinforcing strategies introduced through centralized professional development. The Instructional Strategies Support Specialist will focus on improving student learning outcomes through job-embedded coaching, collaborative planning, and classroom-based support, focusing on English Language Development (both **designated and integrated**) where relevant, culturally responsive instruction, and strategies for accelerating student achievement.

**Essential Job Functions include, but are not limited to, the following:**

1. **Model effective instructional practices** across grade levels and content areas, including intervention strategies, academic discourse routines, and scaffolding techniques grounded in the CA ELD Standards and content standards to provide access to rigorous content.
2. **Demonstrate targeted intervention strategies** for students, including small-group re-teaching, vocabulary development, and oral language scaffolds that align with MTSS Tier 2 support.
3. **Provide job-embedded coaching and side-by-side planning** to support teachers in implementing strategies introduced through centralized professional development, ensuring transfer of learning to classroom instruction.
4. **Collaborate with district instructional leads and site administrators** to identify instructional priorities based on student performance data and support teachers in adapting their practice to better meet the diverse needs of learners.
5. **Build teacher capacity for differentiated instruction/ Universal Design (UDL)** by supporting content-area teachers in instructional strategies, embedding academic language development strategies into core instruction, including science, math, and social studies.

6. **Facilitate inquiry-based professional learning cycles** (e.g., lesson study, video analysis, or learning walks) that deepen teacher reflection and strengthen practices for serving all learners.
7. **Develop practical implementation tools and resources** extending centralized PD, such as model lessons, sentence frames, student-friendly objectives, formative assessment strategies, and frameworks like UDL.
8. **Monitor impact and implementation progress**, collecting formative feedback from teachers and site leaders, and contributing insights to inform systemwide instructional coherence.
9. **Identify, analyze, and interpret site- and classroom-level data** to support the implementation of high-quality Tier 1 instruction and guide targeted instructional planning.

## **Support School-Wide Implementation of Response to Intervention**

### **Knowledge and skills:**

Knowledge of equity-based framework and culturally responsive practices and pedagogy. Common Core State Standards, grade level appropriate curriculum and assessment; curriculum development processes; laws, policies, and procedures applicable to struggling students; various instructional strategies; in-service development and presentation; contribute to the successful fulfillment of the District and site Mission/Vision; computer skills using MS Word, MS Excel, e-mail, etc.; knowledge of strategies that support historically underserved populations. Familiarity with data platforms, Student Information Systems, and office machines (computer, fax, and copier); correct English usage, grammar, spelling, punctuation, and vocabulary; record-keeping techniques; oral and written communication skills; and interpersonal skills using tact, patience, and courtesy.

### **Abilities:**

Develop a shared vision for equity and inclusion, inspiring others to take meaningful action. Effectively facilitate conversations around equity, diversity, and anti-bias practices, fostering an inclusive and supportive learning environment. With expertise in designing, implementing, and monitoring equity initiatives, utilizing data to measure progress and inform decision-making. Additionally, have the skills to organize and lead committees, in-services, and professional development activities that promote equity-focused strategies and best practices. Strong oral and written communication skills enable engagement with diverse stakeholders, including educators, students, families, and community members. Establishing and maintaining cooperative and productive working relationships with individuals and groups from diverse backgrounds. The ability to support struggling students, ensuring equitable access to resources and opportunities. Furthermore, ability to demonstrate strong multitasking skills, effectively managing multiple responsibilities, prioritizing tasks, and meeting deadlines in a fast-paced environment.

### **Education and Experience:**

- Minimum of a Bachelor's Degree
- At least 5 years of successful teaching experience with diverse learners

### **Licenses/Certifications:**

- A valid California teaching credential, including appropriate English Learner authorization
- A valid California Class C driver's license, a good driving record, and the ability to maintain insurability under the District's vehicle insurance policy.

## **General Responsibilities**

- Competence in communication skills and good personal relationships with all school district and community members.
- Adhere to all District policies and procedures.

## **Qualifications**

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 essential functions.

- Experience designing, implementing, and/or supporting academic intervention strategies to address the needs of students performing below grade level.
- Demonstrated knowledge of Multi-Tiered System of Supports (MTSS) and the ability to coordinate academic interventions across tiers.
- Ability to analyze and use assessment data (e.g., formative, benchmark, diagnostic) to inform targeted instruction and monitor student progress.

## **(Preferred Qualifications)**

- Bilingual, bi-literate & bicultural Spanish preferred

## **Language Skills:**

Ability to read a variety of correspondence, reports, forms, newsletters, schedules, manuals, journals, internet sites, etc., and prepare correspondence, reports, forms, evaluations, procedures, charts, surveys, articles, brochures, news releases, handbooks, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style.

## **Communication Skills:**

Ability to speak before groups of people with poise, voice control, and confidence; record and deliver information, explain procedures, and follow oral and written instructions; speak and/or signal people to convey or exchange information; includes giving instructions, assignments of directions.

## **Physical Abilities:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is regularly required to sit; talk and hear; and use hands to finger, handle, or feel. The employee is occasionally required to stand, walk, reach with hands and arms; climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 35 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

**Work Environment:**

The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee continuously interacts with the public and staff. The noise level in the work environment is usually moderate to loud.

\*Consistent start and end times following either elementary or secondary work schedules, which may be adjusted to accommodate specific duties assigned each day.