



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Equitable Instruction Program Specialist**
 Job Family: **Licensed**
 Prepared/Revised Date: **July 17, 2019**

FLSA Status: **Exempt**
 Pay Range: **T Salary Schedule**
 Job Code: **21513**

SUMMARY: Responsible for enhancing culturally responsive practices within schools by increasing the efficacy of individuals and teams to collaboratively create and implement instructional tools, materials, and strategies based in academic standards and equity work.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

DESCRIPTION OF JOB TASKS	
1.	Develop, plan, prepare, and implement: <ol style="list-style-type: none"> Course content, format, structure, and schedule. Classroom materials, curriculum, lesson plans, and learning activities. Individualized programs of instruction for students.
2.	Instruct, model, or co-teach students in large, small, and one-on-one situations.
3.	Design assessment tasks that allow students to demonstrate understanding in a variety of ways and use the data to give meaningful feedback and modify instruction.
4.	Create ways to: <ol style="list-style-type: none"> Use current research and data, including multiple modes of student input, to promote teacher inquiry into culturally responsible teaching practices and action that are directly correlated to the student experience. Support educators in analyzing pedagogy and instructional materials through the lens of equity, diversity, and inclusion. Create a developmentally appropriate, standards-aligned scope and sequence for instruction EC-12 based on equity, diversity, and inclusion.
5.	Facilitate: <ol style="list-style-type: none"> The development of culturally responsive instructional materials based in social justice theory and standards. Professional learning opportunities that promote equity, diversity, and inclusion by engaging with colleagues in LCE (Language, Culture & Equity), PLT (Professional Learning Team), and CIA (Curriculum, Instruction & Assessment) departments. Opportunities to examine bias and privilege and how it influences our interactions, planning, and instruction.
6.	Collaborate and connect with teachers, administrators, support personnel, and other colleagues and departments to: <ol style="list-style-type: none"> Analyze and adapt current curricula and school-based units to enhance cultural responsiveness. Create age-appropriate curricular materials that enhance empathy, understanding, and advocacy within our schools. Continuously gather and use feedback from students, educators, and the Equity & Diversity Advisory Council to inform work with staff. Support connections that share and promote diverse perspectives in our schools. Enhance instruction and improve student outcomes.
7.	Demonstrate a commitment to: <ol style="list-style-type: none"> Include and engage families in the student's education. Support all Poudre School District policies, procedures, and expectations. Provide personal and professional excellence. Understand, appreciate, and make accommodations for student diversity.
8.	Participate in: <ol style="list-style-type: none"> Department, team, building, and district meetings and discussions. Social, cultural, and interscholastic activities. Professional growth opportunities.
9.	Attend work and arrive in a timely manner.
10.	Perform other duties as assigned.



EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor’s degree with proper teaching licensure program required.
- Experience instructing students in a classroom setting preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado teaching license with appropriate endorsements required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0



PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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 the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			



VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	