

Instructional Specialist - P21 Pathways

DEFINITION

Under direction of the high school principal, the Instructional Specialist - P21 Pathways will assist in the design and deployment of innovation and systematic development of Career and Technical Education Pathways at the high school. This task may be accomplished by collaborating with Coordinator of Career and Technical Education, and the Office of Secondary Education. The Instructional Specialist - P21 Pathways will provide students multiple opportunities to design and refine their sequence of study that embraces four critical components of a 21st century high school learner:

1. Academic (English, Mathematics, Science, Social Studies, Art, etc.)
2. Technical (Career Technical Education in a sector of high skills employment)
3. Work-Based Learning (Internships, Job Shadowing, and Service Learning)
4. Support Services (Counselor, Enrichment and Intervention, as needed)

The Instructional Specialist - P21 Pathways will sequence core content courses with CTE courses to provide each student in a rigorous curricula, cutting edge classroom learning and real-world, relevant learning opportunities. This position will ensure that all students are successfully enrolled in specialized classes that students are passionate about, experience hands-on learning opportunities, participate in job shadowing and internship opportunities, explore pathway opportunities through field trips, learn from guest speakers and industry professionals, explore post-secondary campuses and options. The Instructional Specialist - P21 Pathways will also work to strengthen and build current community partnerships that include business, non-profits and educational partners.

The Instructional Specialist - P21 Pathways will assist teachers to create 21st century outcomes by integrating skills into the teaching of core academic subjects emphasizing 21st century themes: Global awareness, financial literacy, civic literacy, health literacy, environmental literacy, information literacy and media literacy. The Instructional Specialist - P21 Pathways will focus efforts on student outcomes and closing the student achievement gap, emphasizing the needs of English Language Learners, Foster Youth and low socio-economic students.)

DISTINGUISHING CHARACTERISTICS

This position classification requires expertise commonly associated with teaching, instructional strategies, and curriculum. Directly related teaching, instructional support, and curriculum experience is required to perform problem analysis using prescribed principles, methods and concepts. A teacher in this classification performs decision analysis and makes decisions of considerable consequence, in determining how best to assist instructional staff and to aid students in the teaching/learning process.

The functional role of this position classification requires the application and interpretation of data, facts, procedures and policies. The incumbent meets frequently with school administrators, other teachers, internal staff and members of the community to communicate information, data and alternative problem solutions.

This position classification performs light work, but does require walking and standing for extended periods and may occasionally require moving or lifting of up to fifty (50) pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with materials and objects and providing oral information. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL FUNCTIONS

- Assist administration with the placement of CTE courses in the master schedule.
- Align core/CTE courses to enhance pathways.
- Assist with the integration of career opportunities in the core content areas.
- Collaborate with teachers to create capstone courses/activities.
- Collaborate with Coordinator of Innovation and Local Assessment to assist the development of digital portfolios.
- Responsible for identifying opportunities teachers and students to participate in 21st century college and career opportunities.
- Highlights ways teachers can seize opportunities to integrate 21st century skills and help them identify what activities they can re-place.
- Assist teachers with infusing project-based learning to build college and career skills.
- Cultivates teachers' ability to identify students' learning styles.
- Supports the continuous evaluation of students' 21st century skill development.
- Assist teachers in developing 21st century architectural and interior design for groups, teams and individual learning.
- Create marketing tools to advertise the 21st century programs and pathways to the greater community.

Knowledge of:

- OUSD graduation requirements and options for college and career readiness.
- 21st century skills
- Career and Technical Education
- Techniques and practices that will facilitate collaboration with staff.
- Socio-economic and cultural background differences of OUSD students

Ability to:

- Plan, organize, and develop programs that prepare students for college and career
- Work with online systems and technology to enhance student learning
- Provide appropriate and effective interventions for students
- Implement research, collect and analyze data and report preparation
- Suggest appropriate and effective interventions for pupils from a diverse population
- Identify and connect schools with innovative and creative opportunities to prepare students for college and career readiness
- Work independently
- Make decisions in the best interest of students
- Organize tasks, set priorities and meet deadlines, manage multiple tasks
- Communicate effectively in writing and verbally
- Collect and evaluate student data

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience: Three years of successful secondary classroom teaching experience, preferably in a comprehensive high school setting.

Education: Possession of a Baccalaureate or higher degree from an accredited college or university with emphasis in elementary secondary education, special education, instructional technology, a subject matter field commonly taught in the secondary grades, or closely related field.

OTHER REQUIREMENTS

Certification Requirement: Possession of a valid California credential based on a baccalaureate degree and a teacher preparation program including student teaching which authorizes service as a teacher in grade levels assigned.

License Requirement: Possession of a valid California driver's license.

Condition of Employment: Insurability by the District's liability insurance carrier.