

CURRICULUM & INSTRUCTION SPECIALIST – Social Emotional Learning**DEFINITION:**

Under the leadership of the Assistant Superintendents of Education Services and their designees, the Curriculum & Instruction Specialist - SEL position is an opportunity for certificated staff members to move beyond the school environment to support District efforts to integrate culturally responsive and sustaining SEL into classroom teaching and learning. This position will work closely with District staff, and other community and educational partners to support effective learning for ALL students while simultaneously continuing to promote social-emotional development. This includes facilitating curricular programs, instructional strategies, staff development opportunities, assessment protocols, technological applications, data analysis, and general coordination of subject area activities, Preschool – 12.

QUALIFICATIONS:

- **Experience:** Preference will be given to individuals with successful experience in leadership roles.
- **Education:** Minimum of five (5) years of classroom teaching/counseling experience
- **Other:** Valid Teaching or Pupil Personnel Services (PPS) Credential. An advanced degree or specialized training is desirable.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the leadership of the Assistant Superintendents of Education Services and their designees, the Curriculum & Instruction Specialist - SEL will:

- Support Professional Learning Communities including, guaranteed and viable curriculum, common formative and summative assessments, and standards-based grading.
- Support implementation of Response to Intervention (RtI), and Multi-tiered System of Supports (MTSS) in a variety of diverse settings.
- Support implementation of district SEL Curriculums and connect CASEL competencies into schoolwide climate and culture.
- Support District educators with research affirmed instructional practices, Transformative Social Emotional Learning, Restorative Practices, and strengthening district, school and family partnerships.
- Provide instructional leadership that supports the implementation of culturally responsive teaching and social-emotional learning.
- Design, implement and lead professional development in consultation with grade level and subject area teachers as needed.
- Collaborate professionally with colleagues, site administration, departments, and the community.
- Advocate for students, teachers, and administrators around culturally and linguistically responsive student learning as well as developing core competencies.
- Provide assistance in analyzing data to determine student and/or programmatic needs.
- Support the implementation of rigorous curriculum and coursework, including assisting in the development of course outlines and other curricular materials in coordination with groups such as division leads, coaches, and administrators.
- Utilize the district adoption process to facilitate and provide guidance on the selection and use of instructional materials.
- Provide professional development on SEL topics.
- Lead book studies and facilitate discussion.
- Remain current on educational best practices.
- Provide effective communication to sites, administrators, staff, and community members.

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- In coordination with Instructional Media Center, work with representatives, publishers, vendors, and outside entities to secure and support teachers with instructional materials and/or resources.
- Participate in the Curriculum Advisory Committee and the review of supplemental materials.
- Organize information, materials, and time effectively.
- Be able to travel, for up to five days, for required professional development.
- Other related duties may be assigned consistent with the knowledge, skills, and abilities required for the job.

KNOWLEDGE:

- CA State Standards and State Frameworks.
- California Education Code and FCUSD Board policies.
- CASEL's SEL Framework.
- California's SEL Guiding Principles.
- Differentiated instruction strategies.
- Formative assessment strategies.
- Behavior management techniques.
- Multi-Tiered Systems of Support.
- Response to Intervention (RtI).
- Google & Microsoft products.
- Education laws, procedures, policies, and protocols.

ABILITIES AND SKILLS:

- Communicate effectively, both verbally and in writing.
- Demonstrate excellent communication skills, both written and oral.
- Establish and maintain positive and effective working relationships with faculty & staff.
- Demonstrate strong professional development facilitation skills.
- Create and sustain a collaborative environment.
- Demonstrate strong research skills.
- Demonstrate strong presentation skills.
- Demonstrate strong meeting facilitation skills.
- Demonstrate strong interpersonal and professional social skills.
- Be organized and skilled at timely communication.
- Remain professional during challenging situations.
- Utilize appropriate technology effectively, specifically in supporting district curriculum, student records, and online platforms.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include the ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies, and other printed matter, computer screens, and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

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WORK ENVIRONMENT:

The work environment characteristics described 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.

The noise level in the work environment is usually moderate.

Employees in this position will be required to work indoors in a standard office and classroom environment and come in direct contact with district staff and the public.