



Job Title: **Federal Programs Achievement Specialist - Elementary**

Department: **Student Advocacy & Access**

Supervisor: **Director of Student Advocacy & Access**

Lane Placement: **Licensed Schedule 242**

Schedule: **8 hr / 242 days** Eval Group: **CTESS – Ed. Specialist**

FLSA Classification: **Non-Exempt**

JOB DESCRIPTION

The Student Advocacy and Access Federal Program Specialist will provide direct support to educators, school-based leadership teams, and other CSD departments to increase student achievement through equitable and culturally responsive instruction. This position works with all educators but will primarily focus on supporting the needs of elementary students.

ESSENTIAL FUNCTIONS

- Assist the Director in overall student data collection and analysis using multiple sources of data, including identified teacher needs, to determine priorities for professional learning and individual school and/or teacher assistance. Participate in the Identification of new initiatives to address gaps and support on-going efforts to sustain continuous improvement of student learning and performance.
- Share responsibility for ethnically or linguistically diverse elementary students, including those under the McKinney Vento Homeless Assistance Act, by collaborating with school staff and designing professional learning opportunities for educators that build awareness, understanding and respect for diverse cultural perspectives and culturally responsive teaching instruction with evidence based instructional strategies.
- Share research developments and act as an expert on the most effective, evidence-based instructional strategies which will increase the achievement of English Learners
- Work collaboratively with other departments to develop and lead learning groups, provide systematic professional learning and coaching to ensure the needs of English Learners are addressed in core instruction.
- Model high expectations for all students, demonstrate consistency and fidelity to high standards of instructional effectiveness, and support the development of teachers' competency in providing necessary scaffolding to English Learners to access and become proficient in grade level core curricula.
- Provide training, coaching and on-going support for teachers delivering English Language Development instruction.
- Assist elementary school administrators, teachers and support staff in the implementation of Title III requirements for English language acquisition programs, including identification, placement, instructional services, parent engagement, progress monitoring and meeting exit criteria.
- Act as member of the ALS Consultation Team to support requests for individualized interventions for students who may need to go through the referral and assessment process to determine eligibility for Special Education services.
- Act as a liaison between community programs and schools for Canyons District's refugee students. Collaborate with schools to address the immediate needs of refugee students and support teachers in learning about students' culture, educational background and needed scaffolds and accommodations.

- Assist with school appraisals to ensure ALS academic plans are in compliance with federal law and district policy.
- Provide educators with knowledge and skills to engage parents/caretakers and families as partners in the education and preparation of students to graduate from high school college and career ready.
- Support the development of and participate in opportunities to increase parent engagement and community involvement initiatives which promote positive relationships, increase the competencies of both parents and staff members and focus attention on the academic achievement and college/career readiness of students.
- Work collaboratively with Student Advocacy and Access personnel to support all department federal programs and provide services in a unified, responsive and effective manner.
- Assist teachers participating in the Canyons ESL Endorsement Program
- Predictable and reliable attendance

During times of state or district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal background check
- Requires a Master's Degree
- Requires a valid Professional Educator License for the State of Utah
- Requires Elementary Certification with minimum of five years successful teaching experience
- Requires ESL or TESOL Endorsement
- Ability to speak Spanish preferred
- Prior school or community-based experience with refugee, homeless and/or culturally diverse populations preferred
- Requires demonstrated growth mind-set and effective collaboration skills
- Must be skilled in working with diverse groups, building consensus and maintaining focus on student needs
- Requires excellent communication skills, both orally and in written form
- Must be able to take initiative, work independently, be flexible and be a collaborative team player
- Must demonstrate highest standards of integrity, professionalism and respect for others

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- While performing the duties of this job, the employee is regularly required to speak and/or hear. The employee is frequently required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The employee is occasionally required to use hands to handle or feel and must occasionally climb or balance.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception.

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

Note: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____

HR _____

Effective date: _____ 06/11/2020 _____