

K-12 Indigenous Education Curriculum & Instruction Specialist

Purpose Statement

The job of a K-12 Curriculum & Instruction Specialist assumes a variety of roles in supporting district staff to further the work in Indigenous Curriculum in the Bismarck Public School District. Position works with district team members to align and support the work of the Indigenous Education Department. The role of the K-12 Curriculum & Instruction Specialist at any given time is determined by matching the needs of individuals, groups, buildings, and the district with the following responsibilities to build the capacity of staff regarding district initiatives, best practices, and Indigenous education programming.

This job reports to Indian Education Director

Essential Functions

- Collaborates with BPS teams to seamlessly integrate Indigenous education throughout curricular areas.
- Collaborate with families, communities, tribal nations, Indigenous organizations, community organizations, colleges and universities, and parent groups to assist staff in developing cultural competencies and relational capacity within the district and community.
- Gather and provide resources to help district staff reach desired goals around Indigenous education.
- Assist teachers/instructional coaches in integrating learning experiences and resources into practice.
- Support individuals and groups in determining the next steps to meet specific objectives in regard to Indigenous education. Based on the community values and shared goals.
- Provide custom-designed training and job-embedded staff development to encourage educator growth in regard to Indigenous education.
- Manage individual portfolios to further the district's work on supporting educators in developing and providing specified programs.

- Demonstrate knowledge surrounding Indigenous education to ensure that district staff has the information necessary to comply with laws governing teaching Indigenous content.
- Collaborate with a variety of internal and external personnel/agencies (e.g. professional development/curriculum office, central office staff, school-based personnel, community organizations, public agencies, etc.) for the purpose of implementing and maintaining services in accordance with programmatic and regulatory requirements in developing the most effective educational programs

- Collaborate on surveying, identifying, and analyzing the professional learning (e.g. curriculum, assessment, instruction, etc.) needs of teachers, specialists, and instructional coaches in the district.
- Design support services (e.g. training, materials, etc.) for the purpose of implementing professional learning program activities that address the training needs of the District, as identified in the district's strategic plan.
- Monitor curricular resources (e.g. consultants, texts, tools, work plan goals, staff training, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, work plans, and district objectives.
- Assist in planning and facilitating regular district instructional meetings and other meetings as appropriate.
- Collaborate with others (e.g. district personnel, personnel from other districts, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
- Establish and maintain positive relationships with teachers, instructional coaches, and administrators.
- Research a variety of information (e.g. courses, materials, training consultants, etc.) for the purpose of developing and/or enhancing programs that meet staff training needs to support all learners.

Other Functions

- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the classroom/school.

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: utilizing conflict resolution techniques; completing asynchronistic work; operating standard office equipment including pertinent software applications; and performing standard bookkeeping; planning and managing projects; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include grant administration; community resources; foundation policies and procedures; issues relating to at-risk youth; bookkeeping practices; concepts of grammar and punctuation.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes, and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or

purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem-solving with data requires an analysis based on organizational objectives, and problem-solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: building collaborative relationships; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; directing the use of budgeted funds within a work unit. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under minimal temperature variations.

Education:

1. Bachelor's degree In a related field

Experiences:

Experience in K-12 education with five years of classroom teaching experience (preferred but not required)

Experience developing culturally relevant curriculum (preferred but not required)

Experience working with diverse populations

Experience creating and providing professional development

Experience conducting research

Certificates/Licenses:

A valid North Dakota teaching license (preferred but not required)

Clearances:

Criminal Justice Fingerprint/Background Clearance

Salary Grade:

Professional Support Staff salary schedule or Teaching Contract with required summer contract time through flexed hours and extra days based on funding.