

Job Title: DEAN OF INSTRUCTION
Reports to: Principal
Dept./School: Assigned Campus
Wage/Hour Status: Exempt
Date Revised: May 16, 2022

Primary Purpose

Assist the school principal in providing leadership to ensure high standards of instructional service and overseeing compliance with district policies, success of instructional programs, and operation of all campus activities.

QUALIFICATIONS

Education/Certification

Master's degree
T-Tess certified, preferred

Special Knowledge/Skills

Knowledge and skills relative to traditional and new pedagogical theories, applications, and processes which relate to effective teaching across the disciplines
Knowledge in effective teaching strategies, peer coaching and mentoring skills
Strong communication, public relations, and interpersonal skills
Ability to evaluate instructional program and teaching effectiveness

Experience

Three years of classroom teaching experience

MAJOR RESPONSIBILITIES AND DUTIES

1. Develop a plan of action for the year which 1) relates job responsibilities to the Texas Academic Performance Report (TAPR), as appropriate; 2) may include needs assessment, goal setting, identification of major task areas and steps for accomplishing tasks, method of establishing effective communication, method/calendar for modeling teaching behaviors in the classroom, etc.; and 3) the plan of action is evaluated at the end of the year in respect to accomplishment of goals.
 - Provide documentation which may include: Plan of action, logs, calendar, needs assessment, workshops presented, training packets, student data analysis, etc.
2. Facilitate the implementation of the District Curriculum/TEKS.
 - Assist principal in educating and training staff on the implementation of Academic Standards as it relates to instructional planning, curriculum, alternative assessments, use of grading guidelines and scoring guidelines.
 - Works with individual/group of teachers in department meetings, faculty meetings, staff development days, etc.
 - Address major issues of concerns and facilitate solution findings/problem solving.
 - Provide documentation which may include: Evidence of a TEKS/Academic Standards classroom implementation, planning document, development of instructional initiatives, identification of problems and possible solutions, training packets, etc.

3. Affect teacher behavior change by modeling effective teaching in the classroom and working directly with teachers.
 - Work with teachers and model effective teaching strategies in their classrooms.
 - Provide type of effective teaching strategies which have been modeled in the classroom are: (specify):
 - Provide list and identification of certain teachers who have actually incorporated new effective teaching strategies in their classrooms. Provide documentation and/or evidence of such incorporation.
 - Provide documentation which may include: List of teachers and the types of effective teaching strategies which have been modeled.
4. Mentor, teachers (areas of focus: effective teaching methods, instructional planning and organization, use of creative resources in literature/technology, classroom management, data analysis, etc.)
 - Identify teachers who have been mentored.
 - Determine and describe the frequency of meeting times with individuals and/or groups. Consider change in teaching behaviors as it positively impacts teacher evaluation instrument.
 - Identify areas of focus in assistance given to designated teachers.
 - Provide documentation which may include: Model lesson plans, list of resources, examples of lesson plans utilized, portfolio products, etc.
5. Model for teachers' actual lesson with varied instructional teaching strategies:
 - Establish a calendar for demonstration of actual lessons.
 - Make use of varied instructional teaching strategies.
 - Implement demonstration of effective instructional models in the classroom on a daily/weekly basis/a designated number of lessons per week.
 - Provide documentation which may include: Calendar, names of teachers, types of lessons, follow-up visits, logs, summary feedback to teachers, identified teaching strategies as described in the Campus Improvement Plan.
6. Model and train teachers in test data analysis, assessment of student needs, organization of curriculum and instructional materials, planning daily instruction and developing prescriptions for student learning.
 - Establish and implement a calendar for whole group/individual training which includes: Data analysis, organization of curriculum and instruction materials, planning daily instruction and developing prescriptions for student learning.
 - Provide documentation which may include: Calendar, training packets, agendas, examples of applications of data analysis, curriculum and instructional organization, and sample prescriptions for student learning.
7. Participate in rigorous training program for Dean of Instruction.
 - Attend staff development programs as prepared or scheduled by the Department of Curriculum and Instruction and Special Programs.

- Summarize major areas of in-service and how he/she plans to implement ideas at the campus.
 - Identify areas where additional training is needed or requested.
 - Provide documentation which may include: Certification of completion, agenda, application papers, list of workshops, staff development, needs assessment, goal setting, etc.
8. Facilitate the development and implementation of the Campus Improvement Plan.
- Assist principal; may serve as a team resource on the Campus Planning Decision Making Team, in the development and implementation of the Campus Improvement Action Plan as it relates to instructional initiatives.
 - Provide documentation which may include: Agendas, meeting times, planning, and implementation of select and special instructional initiatives.
9. Provide on campus training for teachers and assist with planning for staff in-service, ensuring that the in-service is in alignment with student instructional needs and Campus Improvement Plan.
- Make provisions for in-service to staff on a regular basis (specify: daily, weekly, semester).
 - Provide documentation which may include: List of in-service dates, types of in-service, names of participants, individual/group follow up and/or description of ways in which in-service was incorporated into teaching.
10. Analyze classroom and school data to ensure appropriate focus is on instructional areas of need.
- Assess student achievement data and identify concept/skill areas where improvement is needed.
 - Identify and make provisions for specific teaching methodologies and/or instructional initiatives that need to be utilized to address student needs.
 - Provide documentation which may include: Data analysis on student achievement and areas of need using standardized and criterion-referenced tests, grade distribution data analysis, and teacher-made tests (charts, graphs, list of targeted students, etc.). Provide description of effective teaching strategies to be utilized in the classroom by specific teachers and departments.
11. Serve as an instructional liaison with a mentor or representative from the Department of Curriculum and Instruction.
- Meet and plan accordingly with mentor/representatives from the Department of Curriculum and Instruction.
 - Attend appropriate in-service/conferences as identified by principal and/or Department of Curriculum and Instruction.
 - Provide documentation which may include: Logs, special handouts, conference papers, summary reports, etc.
12. Work closely with department chairpersons to help ensure instructional changes that occur relative to teaching in the classroom and meeting the academic needs of students.
- Attend departmental meetings and meet with individual department chairpersons and other staff, as appropriate.
 - Identify department instructional needs relative to effective teaching strategies and use of a variety of creative/technological resources.

- Attend Planning Protocol to provide the instructional leadership and guidance needed for continued teacher growth and student academic success.
 - Provide documentation which may include: Campus Improvement Plan instructional initiatives, staff development calendar, logs, list of creative instructional resources, discipline/curriculum, instructional practices, needs assessment, etc.
13. Coordinate vertical and horizontal teaming among staff representing the various disciplines. Also, support vertical teaming efforts in middle schools.
- Attend, support, and facilitate vertical and horizontal teaming among staff.
 - Identify major areas of needs for teaming efforts, with a particular emphasis on effective teaching strategies which should be employed in various disciplines.
 - Provide documentation which may include: Calendar, agendas, project planning, Campus Improvement Plan instructional initiatives, list of special individual/group workshops, vertical teaming activities/agendas, etc.
14. Assist classroom teachers with various instructional models, classroom management, lesson plan development, etc.
15. Administer evaluations for professional instructional staff.

Other

- 16. Perform other duties assigned by supervisor.
- 17. Maintain confidentiality of information.

Supervisory Responsibilities

None

WORKING CONDITIONS

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: _____ **Date:** _____

Approved by: _____ **Date:** _____