

ADULT HIGH SCHOOL SPECIALIST

Definition

Plans, implements, monitors, evaluates, assesses, and modifies curriculum and instructional materials for high school credit instruction for adults at Woodson Adult High School; and performs related work as required.

Typical Tasks (illustrative only)

Plans, implements, monitors, evaluates, assesses, and modifies curriculum and instructional materials for high school credit instruction for adults at Woodson Adult High School; acts as the lead in team, project, or program activities, managing and overseeing the operation of the Credit by Objective program, independent study, distance learning, and other individualized non-classroom high school study programs. Reviews and selects instructional materials; supervises instructional advisors; designs or modifies instructional advisor protocols and material. Serves as a resource for teachers providing assistance, demonstrations, and/or model lessons; monitors programs to ensure compliance with federal and state legislation and Fairfax County Public Schools (FCPS) directives; reviews and interprets current research with respect to curriculum and instruction methodologies; assists with the assessment and placement of students to determine eligibility for certain special programs or services; co-manages the approval and distribution of scholarship funds; works on a range of countywide outreach projects; and oversees a customized Credit by Objective program for incarcerated adults.

Supervision Received/Given

Receives general supervision from the administrator, Woodson Adult High School and provides guidance and assistance to lower-graded employees.

Education/Experience/Skills

Postgraduate Professional License (master's degree) with endorsements in teaching field(s) appropriate to assignment, plus five years of progressively more responsible successful teaching experience related to specialty. Knowledge of the principles, practices, and procedures of FCPS, Adult High School Completion, and Woodson Adult High School; comprehensive knowledge of adult learning theory and alternative/authentic assessment methods; experience with non-traditional adult learners in a variety of educational settings; ability to lead Standards of Learning training; familiarity with diverse, multicultural populations, at-risk populations, and incarcerated adults; ability to manage curriculum development and oversight and related activities and provide a high level of instructional leadership for teachers and administrators; skill in assessing staff and student needs; ability to serve as a program resource to plan and conduct staff development and training sessions for staff working with adult students; excellent human relations skills and ability to establish and maintain successful cooperative working relationship with school staff members, students, and community groups; and ability to communicate effectively, both orally and in writing.



Established: October 2009