



DPS Facilitator/Instructional Specialist

Qualification Process

The Denver Plan calls for facilitators and instructional specialists to support teacher staff development in both elementary and secondary schools. Openings may include:

- *Elementary Humanities* Facilitators
- *Elementary Mathematics/Science* Facilitators
- *Secondary Humanities* Facilitators
- *Secondary Mathematics/Science* Facilitators
- *Humanities* Instructional Specialists
- *Mathematics/Science* Instructional Specialists
- *ELA* Instructional Specialists
- *Special Education* Instructional Specialists
- *Arts* Instructional Specialists
- *Early Childhood Education* Instructional Specialists
- *Assessment* Instructional Specialists

To be eligible to apply as a facilitator or instructional specialist, you must pre-qualify through the qualification process described below.

To participate in the qualification process, complete an Appointment Request form found in this packet.

- Math facilitators and instructional specialists applicants—Email your form to Tina Jaramillo at christine_jaramillo@dpsk12.org.
- All other applicants—Email your form to Dora Bruce at dora_bruce@dpsk12.org.

You will receive a confirmation email of your appointment.

Important Information for Facilitator and All Other Instructional Specialist Applicants

- **Qualification** is necessary to become a facilitator or instructional specialist. However, all qualified candidates must apply directly to postings. Qualification does not ensure job placement.
 - Facilitator positions are site-posted, but program-based. Final assignments require approval of the Chief Academic Officer in conjunction with building principals.
 - Instructional specialist positions will be posted on the District Classified Job Board under Professional/Technical Jobs. Instructional superintendents select instructional specialists for their teams.
- **Facilitator and instructional specialist positions** are annual assignments that are re-posted annually.

Qualification Process for Humanities and Mathematics/Science Facilitators

- **Applicants** interested in facilitator positions must bring the following to their scheduled appointments. (Applicants who have qualified previously as literacy coaches, mathematics coaches, or area specialists are already pre-qualified.)
 1. Resumé
 2. Letter of interest that responds to the following questions
 - a. What are some important roles of a facilitator?
 - b. What experiences have you had that will help you in these roles?
 - c. What strategies do you think are most effective in supporting teachers with varying levels of expertise in implementing best practices?

- **During the qualification session for facilitators**, applicants will be asked to:
 1. Respond to a video of classroom instruction.
 2. Analyze data and determine strategies for improved achievement; or
Read a content-based article at the qualifying session and respond in writing to questions.
 3. Participate in an interview.

(See attached scoring guide.)

- **The qualification process takes about 1½ hours.**
- **Applicants who are unsuccessful in their attempt to qualify may try again after six months by requesting another scheduled qualification process session.**

Qualification Process for Instructional Specialists

The qualification process for instructional specialists depends on the field of specialty.

All applicants must bring current resumé.

- **Humanities applicants**
 - Must pre-qualify as humanities facilitator
 - Respond to professional development scenario
 - **Mathematics/science applicants**
 - Must pre-qualify as mathematics and/or science facilitator
 - Respond to professional development scenario
 - **ELA applicants**
 - Must pre-qualify as humanities facilitator
 - Respond in writing to questions on best practices for ELLs and teacher support
 - **Special education applicants**
 - Respond in writing to questions regarding appropriate programming and support to address educational needs of students with disabilities
 - **Arts applicants**
 - Analyze a teaching scenario, review and summarize an article, and design a staff development session
 - **Early childhood education applicants**
 - Must pre-qualify as humanities or mathematics facilitator
 - Respond in writing to teaching and staff development scenarios
 - **Assessment applicants**
 - Complete data assessment task
- **Applicants who are unsuccessful in their attempt to qualify may try again after six months by requesting another scheduled qualification process session.**

If you have any questions, please call or email:

Susana Cordova	Executive Director of Humanities/ELA	720-423-3581	susana_cordova@dpsk12.org
Bob Good	Director of Assessment and Research	720-423-3657	robert_good@dpsk12.org
Cathy Martin	Director of Mathematics and Science	720-423-3637	cathy_martin@dpsk12.org
Cheryl Karstaedt	Executive Director of Student Services	720-423-3437	cheryl_karstaedt@dpsk12.org
Cheryl Caldwell	Director of Early Childhood Education	720-423-8207	cheryl_caldwell@dpsk12.org
Maruca Salazar	Arts Coordinator	720-423-6807	maruca_salazar@dpsk12.org



Facilitator/Instructional Specialist Appointment Request

Use this form to request a facilitator/instructional specialist appointment.

Name _____

School _____

Email address if not DPS employee _____

Upon receipt of this form, you will be notified of your scheduled qualifying session date.

Facilitator

- Elementary Humanities
- Elementary Mathematics/Science
- Secondary Humanities
- Secondary Mathematics/Science

Instructional Specialist

- Humanities
- Mathematics/Science
- ELA
- Special Education
- Arts
- Early Childhood Education
- Assessment

Please save a copy for your records, then email or fax this form to

- **Mathematics/Science**—Tina Jaramillo at christinejaramillo@dpsk12.org or 720.423.3890 (fax).
- OR
- **All Other Applicants**—Dora Bruce at dora_bruce@dpsk12.org or 720.423.3890 (fax).

- Candidate's Name Date

**Facilitator Qualification Score Summary: Circle score between 5 and 1
(5 being the highest score)**

Résumé and Letter of Interest

Score: _____ /20

<p>Indicates expertise in subject area(s)</p> <ul style="list-style-type: none"> - Has taught at a variety of grade levels and/or content areas pertinent to position - Has taught for several years with diverse student populations - Demonstrates deep understanding and/or experience with DPS instructional program - Indicates successful experiences in working with adult learners 	<p>5 4 3 2 1</p>
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<p>Multiple leadership experiences and committee memberships</p> <ul style="list-style-type: none"> - Demonstrates leadership when working collaboratively with other educators - Serves or served on a variety of school- and community-based committees - Demonstrates initiative and leadership when working with diverse groups of adults 	<p>5 4 3 2 1</p>
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<p>Identifies multiple roles of facilitator and indicates experiences to support position</p> <ul style="list-style-type: none"> - Identifies various roles of facilitators and indicates personal experiences that would support the roles - Addresses issues related to school culture 	<p>5 4 3 2 1</p>
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<p>Responds to questions in thoughtful and professional manner</p> <ul style="list-style-type: none"> - Responds in complete and professional manner - Writes to clearly communicate ideas 	<p>5 4 3 2 1</p>
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Classroom Videotape Observation Response

Score: _____ /20

<p>Records important and significant elements of teacher's lesson</p> <ul style="list-style-type: none"> - Notes most important observations about instruction - Observes student learning as well as teacher instruction 	<p>5 4 3 2 1</p>
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<p>Lists three important strengths of teacher and describes why they are strengths</p> <ul style="list-style-type: none"> - Identifies teacher's three important strengths from video - Explains why each teacher strategy identified is important to student learning 	<p>5 4 3 2 1</p>
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<p>Meaningfully assesses teaching areas of need</p> <ul style="list-style-type: none"> - Evaluates instruction and identifies concerns about best practices implementation - Gives clear explanation for concerns or questions about implementation - Grounds explanation of areas of need in best practices 	<p>5 4 3 2 1</p>
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<p>Demonstrates understanding of coaching best practices and ability to evaluate and plan next steps appropriate for adult learners</p> <ul style="list-style-type: none"> - Demonstrates respect and consideration - Demonstrates knowledge of coaching and adult learning - Demonstrates ability to determine appropriate next steps grounded in best practices 	<p>5 4 3 2 1</p>
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Analysis of Student Work

Score: _____ /20

<p>Analyzes data to determine appropriate instructional focus area</p> <ul style="list-style-type: none"> - Notes most important observations about data - Identifies important student strengths and major area of need - Uses data to explain why each strength or need has been identified 	<p>5 4 3 2 1</p>
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<p>Identifies strategies that would support student(s) in focus area</p> <ul style="list-style-type: none"> - Identifies strategies grounded in best practices and explains why strategies were chosen - Responds with important and meaningful next steps - Includes appropriate number of strategies rather than overwhelming number 	<p>5 4 3 2 1</p>
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<p>Identifies assessment indicators to determine effectiveness</p> <ul style="list-style-type: none"> - Develops indicators and/or identifies student work that can assess strategies' effectiveness - Develops and/or identifies indicators with minimal instructional disruption - Selects indicators grounded in real reading and writing and/or math problems 	<p>5 4 3 2 1</p>
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<p>Coaches and supports teachers in instructing to focus area</p> <ul style="list-style-type: none"> - Provides appropriate support and expertise that meets teachers' needs - Demonstrates respect and consideration - Demonstrates knowledge of coaching and adult learning 	<p>5 4 3 2 1</p>
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Interview Questions

Question 1: Experience

Interviewer 1	1	2	3	4	5
Interviewer 2	1	2	3	4	5

Question 2: Writing Workshop

Interviewer 1	1	2	3	4	5
Interviewer 2	1	2	3	4	5

Question 3: Materials

Interviewer 1	1	2	3	4	5
Interviewer 2	1	2	3	4	5

Question 4: Facilitating

Interviewer 1	1	2	3	4	5
Interviewer 2	1	2	3	4	5

Question 5: ELLs

Interviewer 1	1	2	3	4	5
Interviewer 2	1	2	3	4	5

Interviewer 1 Score: _____ out of 25

Interviewer 2 Score: _____ out of 25

Total Score: _____ (82 out of 110 qualifies)