

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Content Specialist, Secondary English Language Arts	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9919	WORK YEAR:	195 Days
DEPARTMENT:	Curriculum & Professional Development	SALARY:	Specialist Daily T-D/N
REPORTS TO:	Assigned Supervisor	CABINET	
		APPROVAL:	4-30-2025
		HR APPROVAL:	4-30-2025
		BOARD APPROVAL:	5-15-2025

BASIC FUNCTION:

The Content Specialist is responsible for supporting the implementation of standards, instructional frameworks, and best practices in the area of English Language Arts. This role involves providing professional learning, coaching, and technical assistance to educators to enhance instructional effectiveness, improve student outcomes, and promote equity and accessibility to education. As the designated English Language Arts expert, the specialist will design, develop, and deliver high-quality professional learning experiences while ensuring alignment of curriculum, instruction, and assessments with district priorities. The Specialist will collaborate with district and school leaders to drive continuous improvement, support MTSS (Multi-Tiered Systems of Support) implementation, and provide resources and training for content-specific interventions.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

1. Support the implementation of English Language Arts standards, English language development standards, district-approved instructional materials, instructional frameworks, and assessment strategies aligned with district priorities to improve student outcomes. **E**
2. Collaborate with district and site staff to ensure equitable access to high-quality English Language Arts instruction and targeted interventions for closing achievement gaps among diverse student populations, including multilingual learners, students with disabilities, and historically underserved students. **E**
3. Provide professional learning, coaching, and resources on English Language Arts evidence-based instructional strategies, universal design, differentiation, accessibility, and culturally and linguistically responsive teaching practices. **E**
4. Using knowledge of adult and student learning theories, model effective instructional strategies and provide demonstration lessons for educators. **E**

5. Collaborate with district and site MTSS teams to ensure that English Language Arts instructional coaching, professional learning, and resources/materials are aligned with the district MTSS Framework and site-based improvement efforts. **E**
6. Collaborate with district and school site personnel to analyze student data and develop action plans for instructional improvements. **E**
7. Assist in selecting, implementing, and integrating instructional materials and technology to enhance teaching and learning. **E**
8. Foster a culture of collaboration by supporting opportunities for educators to engage in meaningful professional learning, share best practices, and refine instructional strategies to enhance teacher growth and student achievement. **E**
9. Communicate effectively with district and school leaders, staff, and external partners to coordinate activities, resolve concerns, and share best practices. **E**
10. Assist with developing and supporting summer academic training. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree from an accredited university in education, special education, or a related field. Minimum of three years' experience providing instruction in the area of English Language Arts required.

LICENSES AND OTHER REQUIREMENTS:

Possession of a California Teaching Credential, Single Subject English is required. English Learner Authorization is required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- California English Language Arts Standards, English Language Development Standards, and current research and evidence-based practices in the area of English Language Arts
- Culturally and linguistically responsive, responsive and Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.
- Differentiated instruction, lesson design for universal access to high quality instruction, and tiered intervention strategies.
- Effective coaching models and adult learning principles.
- Data-driven decision-making and assessment literacy.
- Digital tools and instructional technology to support teaching and learning.

ABILITY TO:

- Deliver engaging, research-based professional development to educators.
- Model effective instructional strategies and provide constructive coaching feedback.
- Analyze student achievement data and assist educators in data-informed instruction.
- Facilitate collaborative discussions and build strong professional relationships with diverse stakeholders.
- Adapt to changing priorities and support multiple school sites.

- Communicate clearly and effectively, both orally and in writing.
- Work collaboratively in a team environment and independently as needed.
- Organize and manage multiple projects with attention to detail and deadlines.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Willingness to work flexible hours at both the central office and school sites to accommodate the delivery of professional learning and coaching outside of typical work hours.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

SAMPLE HAZARDS:

May risk exposure to communicable diseases.