

JOB DESCRIPTION

COORDINATOR OF COACHING AND PROFESSIONAL DEVELOPMENT (K-8) Elementary Certificated Salary Schedule (187 Days) -.5 FTE – Temporary Position Teacher on Special Assignment (TOSA)

DEFINITION:

Under the supervision of Educational Services, the K-8 Teacher on Special Assignment (TOSA) Coordinator of Coaching and Professional Development aligns all district coaches around Balanced Literacy. The coordinator facilitates regularly scheduled meetings for coaches and builds capacity around best practices all coaches will support through the “Instructional Coaching Cycle.” The coordinator will design and implement professional development for coaches, teachers, and staff. He/she will work closely with the Director of Teaching and Learning K-8 to ensure the work of the coaches is tightly aligned to district initiatives. The role of the coordinator is a peer relationship, is non-supervisory, and apart from the evaluative role of the principal or supervisor. Building and maintaining respectful relationships with teachers and all staff is essential for the position. Extra workdays may be required at the per diem rate.

SUPERVISOR

Director of Teaching and Learning K-8

Essential Duties and Responsibilities:

Coordinate and support coaches with the implementation of the LCAP goals and its main components, specifically: high impact classroom instruction strategies, professional development, and teacher support. Develop a positive and effective relationship with coaches and site principals in order to support teachers and instructional progress.

Instructional Leadership:

- Support coaches with implementing the “Instructional Coaching Cycle” protocol (Knight, 2015) with grade level teams to support reflective teaching practices and the delivery of units of instruction with high impact teaching strategies
- Communicate regularly with Education Services regarding district coaching goals and implementation
- Collaboratively develop the year-long, K-8 professional development plan for the District
- Coordinate professional development for coaches, teachers, and staff
- Facilitate regularly scheduled coaching meetings to align coaching goals to student needs and district initiatives
- Identify protocols for analyzing student work that coaches can use with teachers
- Support coaches in understanding and conveying the relationship between the ELD and ELA frameworks

Professional Activities:

- Share research-supported instructional best practices that demonstrate Balanced Literacy areas of focus
- Design and deliver professional development in a five day summer institute and mid-year staff development days
- Model and facilitate protocols, structures, and activities to generate group learning for the coaches
- Attend professional development to remain current on best instructional practices

- Participate in committees and task forces as needed or assigned
- Take initiative to support coaches
- Other duties, as assigned

QUALIFICATIONS:

- Valid California Teaching Credential
- Bachelor's Degree required, Masters and/or Doctoral Degree (desired)
- Experience coordinating and working with adult learners
- Five years of successful teaching
- Demonstrated teacher leadership ability
- Standard employment clearances, and valid California Driver's license

Ability to:

- Conduct non-evaluative observations of coaches during demonstration lessons to provide supportive feedback
- Effectively plan for the differentiated needs of a wide variety of coaches
- Establish and maintain cooperative and supportive relationships with coaches
- Analyze a variety of student data and provide interpretation for school staff
- Facilitate coordinated meetings between coaches
- Work independently with appropriate direction
- Analyze situations accurately and adopt an effective course of action as they pertain to working with adults in the coaching process
- Travel to sites throughout San Rafael on a regular, on-going basis
- Arrange and adhere to schedules and timelines
- Identify resources coaches may need in the areas of ELA, ELD, and intervention

QUALITATIVE METRICS:

- Teacher participation & strategy implementation
- Feedback surveys
- Observations
- Interaction & time logs

Professional Expectations

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others

- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines; successfully manages own projects through strong organization, detailed work plans, and balancing of multiple priorities
- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner

Physical Requirements:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting (up to 20 pounds), carrying, pushing, and/or pulling; significant manual dexterity, ability to perform keyboarding tasks, sufficient hearing and speaking ability for normal voice level conversations, telephone conversations, and to hear and speak to be understood in indoor and outdoor settings. The job includes 40% sitting, 40% walking, and 20% standing. This job is performed in a school environment that includes indoor and outdoor duties.