

Ravenswood City School District

Position Description

TITLE: Teacher on Special Assignment – Lead Instructional Coach

Job Purpose Statement:

Under the direction of the Director of Curriculum & Instruction, the Lead Instructional Coach will build the capacity of teacher coaches to ensure diverse learners meet the demands of adopted Common Core State Standards and effective classroom implementation of adopted curriculum.

Essential Job Functions

- Coach teacher coaches across the sites.
- Utilize a coaching and feedback cycle grounded in data to support teacher coach growth and development; collect evidence of growth and reflect on next steps for instruction on a site level.
- Facilitate regular professional learning opportunities for teacher coaches to support growth and development of Coaching skills; PD facilitation skills; Understanding of adult learning; Routines for gathering evidence of adult practice; and Effective PLC practices.
- Collaborate with central and site leadership in regular learning walks and informal classroom observations to capture learning indicators and progress monitoring data of adult practice for use during reflection on schoolwide practice and identification of leadership next steps.
- Attend regular central professional learning to deepen content and pedagogical knowledge.
- Participate in ongoing data analysis, inquiry, and collaboration around intervention, coaching, and facilitation with cross-site TOSA colleagues and central support staff.
- Other duties that support instruction as assigned.

Knowledge, Abilities and/or Physical Requirements:

- **KNOWLEDGE OF:**
 - Common Core State Standards, ELA/ELD Framework, ELD Standards, Positive Behavioral Intervention and Supports (PBIS), Response to Intervention/Multi-Tiered Systems of Support, and Universal Design for Learning and backwards unit and lesson design experience.
 - Pedagogy, curricular programs (Balanced Literacy practices within Reading and Writing Workshop), reading assessments (F+P, DRA, etc.), and supplementary materials for historically underserved populations, English and Standard English Learners.
 - Methods and frameworks for professional development facilitation, adult learning, and observation-based coaching cycles.
 - Principles and practices of organization and leadership.
 - Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff.
- **ABILITY TO:**
 - Use a range of coaching strategies to support diverse teacher coaches, 1:1 or in small groups, and administrators, particularly in the context of observation and data-based coaching cycles.
 - Determine staff development needs and develop strategic plans to meet those needs.

- Serve as a positive leader in the District.
 - Plan, organize, and complete multiple projects simultaneously, meet deadlines, regularly evaluate outcomes, respond to requests (primarily email) in a timely manner, particularly requests to read and interpret instructional guidance and disseminate information to teacher coaches and site leaders.
 - Maintain a learner stance within departments and stakeholder groups and collaborate with multiple stakeholders across content areas, administrators, district support, and other partners.
 - Prepare and deliver clear and concise presentations (oral and written) to a variety of audiences (colleagues, cross-department personnel, teachers, teacher coaches, administrators, etc.), particularly around instructional materials, guidance, and strategies.
 - Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities, and work with diverse school sites and conditions in a manner that achieves District goals.
 - Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of team members and others.
 - Operate personal computer, related software, and other office equipment, and flexibly learn new applications and systems as needed.
 - Meet District standards of professional conduct as outlined in Board Policy.
- **EDUCATION AND/OR EXPERIENCE:**
 - Bachelor's degree from an accredited college or university; Master's degree preferred.
 - Five (5) years of successful classroom teaching experience and strong pedagogical, and content knowledge.
 - Coaching experience, specifically in observation-based coaching cycles.
 - Experience facilitating professional development and application of adult learning theory, or success in a site leadership role.
 - Experience with priority instructional strategies across academic content areas.
 - **PHYSICAL ABILITIES:** Seeing to perform activities. Hearing and speaking to exchange information. Dexterity of hands and fingers to operate a keyboard. Sitting and standing for extended periods of time. Walking, twisting, stooping, crouching, kneeling, bending over, grasping, reaching overhead, pushing, pulling and moving, lifting and/or carrying 0-50 pounds to waist height.

License, Certification, Bonding, and/or Testing Requirements:

- Valid California Teaching Credential with English Learner authorization.
- Valid California Driver's License.

Working Conditions:

- **ENVIRONMENT:** Classroom environment and/or home/hospital instruction. Office environment with some travel between District sites. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **HAZARDS:** Potential for contact with bodily fluids, blood-borne pathogens, and communicable diseases. Exposure to anti-social behavior. Driving a vehicle during adverse weather conditions.

Reports to:

- Director of Curriculum & Instruction

Work Year:

- 10 months

Salary Placement:

- RTA Certificated Salary Schedule

Evaluation:

- Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of the Certificated Personnel and the RTA Contract.