

JOB DESCRIPTION

K-8 Common Core Integration Coach

Elementary Certificated Salary Schedule (187 Days) – Temporary Position

DEFINITION

Under the direction of the Curriculum, Instruction and Professional Development Administrator, the K-8 Teacher on Special Assignment (TOSA) will provide leadership, guidance and support in the District's plan to implement the Common Core State Standards. The coach provides job-embedded and ongoing professional development for teachers, staff, and administration, and interfaces with the principals to work towards the vision of high quality teaching and learning. He/she provides support to the principal in data analysis and professional development decision-making. The coach will provide professional development and guidance to teachers to improve their content knowledge and instructional strategies.

Overall, the job of the coach is to build the capacity of the staff to meet the learning needs of all students. The coach's goal is to ensure that staff acquires the understanding and skills to: 1) enhance instructional practices at the classroom level and 2) raise the level of student achievement. The role of the coach 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.

2015-16 Integration Coach Focus Areas:

- English Language Arts, Mathematics, English Language Development, Technology and Intervention

ELA	MATH	ELD	TECHNOLOGY	INTERVENTION
Focus on shifts and the implications for best practices	Focus on shifts and the implications for best practices	Relationship between ELD and ELA	Flipped classroom/Blended Learning	Analyze student-level assessment data to identify academic gaps.
Close Reading	Math Talks/Discourse	Analyzing <i>Las Links</i> data to identify instructional next steps	Collaboration and research in the cloud environment: Google classroom	Provide coaching and support to classroom teachers on planning and providing appropriate classroom interventions.
Using Acuity Benchmark results to inform instruction	Using the EDM and Big Ideas Benchmark results	Modeling effective EL specific, research-based strategies	Identifying online resources for teachers- e.g., Class D	Work with Ed. Services Directors to determine appropriate performance expectations.
Support with Fountas and Pinnell – Assessment system and provisions of in-class intervention	Model in-class intervention practices	Focus on integrated ELD into the content areas as opposed to designated ELD	Developing activities for students to develop proficiency with tech skills required for CAASPP	Collaborate with site administrators to assist them in developing effective intervention protocols and systems
Presenting at staff meetings/DGL Meetings	Presenting at staff meetings/DGL Meetings	Presenting at staff meetings/DGL Meetings	Presenting at staff meetings/DGL Meetings	

Essential Duties and Responsibilities

The following statements are intended to describe the general nature and scope of work being performed by this position. The Coach will be required to attend professional development and also participate actively in professional learning communities. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

- Identify and pursue evidence based research in curriculum, assessment and instructional practices related to the Common Core State Standards in all content areas and provide guidance in planning professional development and support to site leaders and teachers
- Provide objective coaching and support to classroom teachers in the implementation of the Common Core State Standards; and identify strategies and tools that provide access to grade level standards, curriculum and instruction that define expectations for all student learning
- Creates detailed coaching plans, which include focused goals and measures of success, to drive learning cycles
- Support teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, lesson studies, and observing)
- Develop and maintain collaborative relationships with teachers, site and district administrators
- Support teacher practice through ongoing classroom observations, data analysis, and examination of student work; engage in objective/reflective feedback
- Analyze student progress to assess the effectiveness of coaching, and to determine additional coaching goals
- Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning
- Provide direction and facilitate conversations about appropriate instruction for English Learners, Special Education students, and other subgroups
- In collaboration with classroom teachers, design pacing guides based on grade level and content standards mastery and provide leadership in the development of curriculum maps/scope and sequence, and model lessons
- Model and teach lessons in classrooms to practice and demonstrate evidence based pedagogical shifts and effective lesson delivery, and ability to derive and design standards based instruction aligned to the Common Core
- Support the implementation of new assessments, development of new communication tools to report student progress towards mastery, grade level benchmarks, etc. that reflect standards mastery for CCSS for grades K-8
- Support teachers in the use of the student information system and other data management tools, and other online tools for the sharing of resources, lessons, units, etc.
- Attend and participate in professional development specific to cultural proficiency, adult learning theory, project based learning, formative assessments, English language acquisition, differentiated instruction, professional learning communities, instructional rounds, and other areas as determined by the TOSA and/or Education Services administration
- Ability to work collaboratively with various organizations to move the work forward such as: National Equity Project, Pivot Learning Partners, Bay Area Writing Project, Project GLAD, etc.
- Ability to travel among all sites using personal vehicle to provide support to district staff, and attend professional development
- Complete other duties and responsibilities as assigned by the Assistant Superintendent of Educational Services

QUALIFICATIONS:

- Valid California Teaching Credential
- Bachelor's Degree required, Masters and/or Doctoral Degree (desired)
- Experience working with diverse populations of students
- Five years of successful teaching
- Demonstrated teacher leadership ability
- Standard employment clearances, and Valid California Driver's license
- *Ability to:*
- Model, lead and facilitate professional practice and collaborative working relationships
- Ability to utilize interpersonal skills to communicate with teachers and administrative staff

Knowledge of:

- In-depth knowledge of a variety of reading and writing and math instructional strategies necessary to support the Common Core Standards
- Evidence of success in working with small and large groups of adult learners in professional development settings
- Team collaboration leadership through Professional Learning Communities
- Evidence of successful leadership in curriculum development

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.

Board Approved: Original May 19, 2014

Revised: