



PROPOSAL FOR INSTRUCTION SUPPORT AND STUDENT ACHIEVEMENT: JOB DESCRIPTIONS

DIRECTOR OF STUDENT ACHIEVEMENT

DUTIES AND RESPONSIBILITIES:

- Provides leadership for the development and implementation of action plans of the school (WASC, Long-term Strategic Plan, ELL Master Plan, etc.)
- Advises the Executive Director regarding all matters pertaining to student achievement, which require consideration and/or action.
- Assures that internal controls are established, maintained, and documented in compliance with all regulations of state and national regulatory agencies.
- Maintains, oversees, and submits budgets for state and federal categorical programs and grants and ensures that all reports and other documentation regarding these grants are submitted accurately and in a timely fashion.
- Assists the Board and Executive Director in identifying the most pressing educational needs, establishing priorities for planning, and implementing programs and services to address the identified needs.
- Identifies resources needed to support the programs/services and maximizes the resources devoted to these programs/services.
- Collaborates with the Executive Director on the preparation of the school's budget and ensures that planning priorities are related to budget priorities.
- Plans, coordinates, and evaluates the progress of coordinators and instructional specialists under his/her purview. (PLC leaders, SLC leaders, Department Chairs)
- Provides leadership and coordination during first year of new instructional initiatives (Common Core).
- Professional Development: Coordinates PD for staff, ensuring that a students-first approach guides PD.
- NBC Teachers: Oversees National Board Certified Teachers in their service to the school, ensuring that the work of NBC Teachers is aligned with improving student achievement and the Strategic Plan of the school.

ADMISSIONS /ATTENDANCE COORDINATOR *

- Position is responsible for providing services to assigned cases in the investigation and counseling of students with excessive attendance problems. The position oversees the office management.
- Position enforces the provisions of the Code of California attendance Law; institutes legal proceedings; and presents case information to LASP/court services. Position assesses students and families; interprets PCHS attendance policies; works as a team member to develop prevention/intervention strategies;
- provides case management; monitors student progress; and makes referrals.

- The position also oversees and runs the admissions cycle as outlined in Element 4 of the PCHS charter. The coordinator represents PCHS in outreach presentations to middle schools.

PLC COORDINATOR (WITH AN EMPHASIS ON COMMON CORE)

- Educates, communicates, and supports instructional specialists, PLC leaders and department chairs in adapting instruction, curriculum, and assessments to the common core
- Studies and evaluates, and as appropriate, recommends adoption of new instructional materials, methods, and programs, and assists in budget preparation of newly approved instructional programs as related to instructional supplies, equipment, and materials.
- Assumes a leadership role in developing common core curriculum for any course
- Interprets common core curriculum and its philosophy to the administration, the staff, and the general public.
- Maintains liaison and active participation with educational leaders in curriculum and instruction at state, regional, and national levels.
- Performs such other tasks and assumes such other responsibilities as may from time to time be assigned by the director.
- Will pursue and oversee grant opportunities to supplement the financial resources supplied by the annual school department budget.
- Will assist in coordinating with departments, PLCs, and Humanitas pods/SLCs.

DATA COORDINATOR FOR STUDENT INTERVENTION

- Assumes responsibility for reviewing and evaluating results of school-wide testing programs, and for other evaluative measures used by the school.
- Uses data to help administrators and teachers identify and group students who need additional supports.
- Uses data from instructional quality assessments to identify areas of strength and opportunity. Works with teachers and instructional staff in establishing and supporting positive classroom climates. Uses data to inform teachers of possible Tier 1 strategies to address individual students' needs.
- Uses data to help teachers plan whole group and small group instruction.
- Supports teachers in developing and implementing secondary interventions. Helps teachers develop and implement classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and cognitive skills. Supports teachers in documenting children's progress.

- Facilitates the Student Support Team (SST) process with the principal, support staff, parents, and instructional staff.
- Uses instructional and behavioral support tools (SST forms, functional behavior assessment and behavior management plans) effectively.
- Works with the Director of Special Education, Administrators, School Psychologist, Director of Student Achievement, and counselors to facilitate eligibility for special education.
- The coordinator will work with both the director of special ed and director of student achievement.

TECHNICAL SUPERVISOR (Board voted position-this paragraph explains how the tech supervisor interfaces with student achievement team.)

Design and implement a long-range and ongoing plan for effective application of information technology in teaching and learning which includes recommendations and proposals on building faculty awareness of what is currently possible; initiatives to establish, maintain, and expand student and faculty access to quality programs that impact student achievement; support for faculty and student use of highly demanded applications; development of partnerships with the local community, private industry, and other educational institutions; and innovative pilot projects. Protect the school's return on investments (such as iPads) through improvements in planning, coordinating, and assessment of utilization of technology in classrooms. Provide oversight authority for educational technology and distance education activities for the school as well as manage and supervise the departments of library media services and technology training services. May assist with translation and/or communication using second language skills when possible.

SECONDARY INSTRUCTIONAL COACH

REPORTS TO:

Director of Student Achievement

WORK ASSIGNMENTS:

The Instructional Specialist will be assigned to classes at the discretion of the Executive Director and Principal and Director of Academic Achievement in consultation with the teachers, department chairs, and administrators, including the Director of Human Resources

ROLES AND RESPONSIBILITIES:

Works closely with the Director of Student Achievement to assist in instructional response to measured student outcomes.

- Plans and assists in facilitating department meetings to assist teachers in maintaining pacing of instruction and utilizing data to determine instructional strategies for improving student achievement.
- Provides support and assistance to all teachers in the department in the implementation of standards- based and/or framework-aligned lessons

- and periodic assessments.
- Disseminates periodic assessments and assists with scanning and creating reports.
- Guides teachers in systematic examination of student work and assessment data to inform instruction.
- Assists teachers with the diagnosis of student difficulties and planning of appropriate intervention strategies for diverse learners.

Coaching/Mentoring

- Serves a non-evaluative, supportive role for the professional development of department members.
- Models techniques for classroom management and provides strategies that encourage student engagement.
- Mentors developing teachers in classroom management and curriculum development techniques.
- Utilizes the coaching model to provide formal and informal feedback based on standards-based and/or framework aligned demonstration lessons and classroom observations. Conducts focused observations and provides “next step” support to teachers.
- Professional Development of Staff
- Provides professional development on instructional strategies and research-based classroom practices □ that promote standards-based and/or framework aligned instruction.
- Assists the Director of Student Achievement and/or Department Chairs with the facilitation of individual professional growth plans of department members.
- Investigates promising resources for professional development.
- Maintains the confidentiality of schools, teachers, and classrooms.
- Obtains prior approval from the Executive Director and Principal and Director of Student Achievement before distributing written communication and other media.
- May serve as a technology mentor.

SECONDARY LITERACY SPECIALIST OR INSTRUCTIONAL COACH

REPORTS TO:

Director of Student Achievement

WORK ASSIGNMENTS:

The Literacy Specialist will be assigned to classes at the discretion of the Executive Director and Principal and Director of Academic Achievement in consultation with the administrators, including the Director of Human Resources

ROLES AND RESPONSIBILITIES:

- Researches and provides content knowledge and resources to staff about learning and teaching literacy – including:
 - teaching strategies;
 - assessment of literacy skills;
 - interpretation of assessment results; etc.

- Researches and prepares materials for use by department, school, and teachers – including:
 - teaching strategies;
 - assessment of literacy skills;
 - interpretation of assessment results; etc.

- Researches and provides information and guidance regarding a range of effective and innovative literacy practices through various activities such as:
 - individual discussions (informal and formal);
 - coaching sessions;
 - demonstration lessons with pre-and post-discussion/analysis;
 - study groups; staff meetings; and professional development programs

- Maintains paperwork consistently, appropriately and in a timely manner.
- Coordinates/facilitates instructional material pilots in literacy
- Maintains the confidentiality of schools, teachers, and classrooms.

- Obtains prior approval from the Executive Director and Principal and Director of Student Achievement before distributing written communication and other media.

- May serve as a technology mentor.

SECONDARY MATH SPECIALIST OR INSTRUCTIONAL COACH

REPORTS TO:

Director of Student Achievement

WORK ASSIGNMENTS:

The Mathematics Specialist will be assigned to classes at the discretion of the Director of Academic Achievement in consultation with the Executive Director and Principal and administrators, including the Director of Human Resources

ROLES AND RESPONSIBILITIES:

- Researches and provides content knowledge and resources to staff about learning and teaching mathematics – including:
 - teaching strategies;

- assessment of mathematics skills;
 - interpretation of assessment results; etc.
- Researches and prepares materials for use by department, school, and teachers – including:
 - teaching strategies;
 - assessment of mathematics skills;
 - interpretation of assessment results; etc.
- Researches and provides information and guidance regarding a range of effective and innovative mathematics practices through various activities such as:
 - individual discussions (informal and formal);
 - coaching sessions;
 - demonstration lessons with pre-and post-discussion/analysis;
 - study groups;
 - staff meetings; and professional development programs
- Maintains paperwork consistently, appropriately and in a timely manner.
- Coordinates/facilitates instructional material pilots in mathematics
- Maintains the confidentiality of schools, teachers, and classrooms.
- Obtains prior approval from the Executive Director and Principal and Director of Student Achievement before distributing written communication and other media.
- May serve as a technology mentor.

COULD BE CLASSIFIED POSITION

BUDGETARY IMPACT

1. Coordinator Positions:
 In Lieu Director of Instruction
 3 teachers out of the classroom for 3 periods at \$120,000

2. Instructional Coaches
 Program Improvement budget
 3 teachers out of the classroom for 3 periods at \$120,000