INFORMATION SHEET 05/10/16 TRUSTEES' MEETING

To: Jim Bridges

For: Board of Trustees

From: Nancie Castro

Re: Revised Job Descriptions for Elementary Teacher and Instructional Coach

The job description for Elementary Teacher has been updated to include the Knowledge, Skills, and Abilities that are included in the Middle School Teacher job description.

The job description for Instructional Coach has been updated to the format of our newer job descriptions. It also includes the Knowledge, Skills, and Abilities that are included in the Middle School Teacher job description. There are several other slight revisions, including who they report to.

Recommended Action: Please approve the revised Job Descriptions for Elementary Teacher and Instructional Coach.

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JOB DESCRIPTION

POSITION: Elementary Teacher
SALARY PLACEMENT: Certificated Salary Schedule

MINIMUM QUALIFICATIONS - EDUCATION AND/OR TRAINING:
Holds an Elementary California Teaching Credential or valid intern certificate issued by the California Commission on Teacher Credentialing.

SUMMARY OF POSITION:
Under the immediate direction of the principal, is responsible for the academic, social and psychological growth of the students in the classroom. Collaborates with school personnel, parents, and community agencies to provide instructional programs and to perform other duties directly related to this position description.

SKILLS/ABILITIES:
Language Skills - Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
Mathematical Skills - Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
Reasoning abilities - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardizations exist. Ability to interpret a variety of instructions furnished in written and oral diagram, or schedule form.
Other skills and abilities - Ability to apply knowledge of current research and theory in instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students.

ESSENTIAL FUNCTIONS:
Essential functions may include, but not limited to:

1. Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, and music and other appropriate learning activities to pupils in a classroom, utilizing course of student guidelines adopted by the Governing Board.
2. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of student specified in state law, administrative regulations, procedures and the Mission Statement of the School District.
3. Provides planned learning experiences in order to motivate and best utilize the available time for instruction.

4. Assesses student test performance results and develops lesson plans and instructional materials for the class including individualized and small group instruction as necessary in order to adapt the curriculum performance standards to the needs of each pupil.
5. Establishes and maintains standards for pupil behavior needed to achieve a functional learning atmosphere in the classroom.
6. Evaluates academic and social growth of pupils, keep appropriate records, prepares progress reports, and communicates with parents on the individual pupil's progress.
7. Identifies pupil needs and cooperates with other professional staff members in the assessing and helping pupils solve health, attitude and learning problems.
8. Creates with assistance from students, a functional and attractive environment for learning through such things as displays, bulletin boards and interest centers.
9. Maintains professional competency through participation in in-service education activities provided by the District and/or self-selected professional growth activities.
10. Administers examinations as mandated by the Board of Trustees and the state.
11. Performs basic attendance accounting and business services as required
12. Selects and requisitions books, instructional aides, and instructional supplies; maintains required inventory records.
13. Ensures a comfortable room environment through control of heat, lighting and ventilation to the extent possible.
14. Supervises pupils on recess, bus, and before and after school duties and in out-of-classroom activities during the assigned work day.
15. Participates in curriculum development programs with the school of assignment and/or on a District Level.
16. Participates in retention/promotion discussion.
17. Participates in grade level meetings within the school and District. Provides vertical and horizontal grade level collaboration.
18. Shares in sponsorship of student activities and participates on faculty committees.
19. May plan and coordinate the work of aides, teacher assistants and other paraprofessionals.
20. Participates with other professional staff members in the social hygiene and educational programs as assigned.
21. Other duties as assigned.

DIRECTLY RESPONSIBLE TO:
School Principal

PHYSICAL ENVIRONMENT:
Work predominantly in a classroom and school environment. Temperature – normal climate may experience short intervals of extreme weather. Daily contacts with students, teachers, and school staff. Regular/occasional contact with parents, community members and outside agency personnel.

WORK ENVIRONMENT:
Ability to work at a desk, conference table or in meetings of various configurations. Ability to stand and circulate for extended periods of time. Ability to see for purposes of reading laws and

codes, rules and policies, and other printed matter and observing students. Ability to hear and understand speech at normal levels. Ability to communicate so others will be able to clearly understand normal conversation. Ability to bend and twist, stoop, kneel, run and crawl. Ability to reach in all directions. Ability to lift up to 25 pounds and carry up to 25 pounds. Moderate to high stress level.

BOARD APPROVED: Pending Approval

JOB DESCRIPTION

POSITION: Instructional Coach, Teacher on Special Assignment
SALARY PLACEMENT: Certificated Salary Schedule

MINIMUM QUALIFICATIONS - EDUCATION AND/OR TRAINING:
Minimum of 5 years of teaching experience
Valid California Teaching Credential issued by the California Commission on Teacher Credentialing.
Cross-cultural Language and Academic Development Certificate (CLAD) or equivalent
No Child Left Behind (NCLB) compliant
Experience as an Instructional Coach, BTSA Support Provider or other teacher leadership role preferred

SKILLS/ABILITIES:
Work effectively with a wide variety of organizations and with people of all socioeconomic and cultural backgrounds; understand, implement, and give complex oral and written directions in English; maintain correspondence and reports independently using correct grammar, syntax, punctuation, and spelling; maintain a positive, professional, and competent personal demeanor as an educator.
Language Skills - Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
Mathematical Skills - Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
Reasoning abilities - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardizations exist. Ability to interpret a variety of instructions furnished in written and oral diagram, or schedule form.
Other skills and abilities - Ability to apply knowledge of current research and theory in instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students.

SUMMARY OF POSITION:
Under the direction of the Coordinator of Curriculum, assist in the implementation of an effective instructional program by serving as the Instructional Coach for school sites. The role of an Instructional Coach is a support position and does not include the evaluation of staff.

ESSENTIAL FUNCTIONS:

Essential functions may include, but not limited to:

1. Actively participate as a member of the District and Site Instructional Leadership Teams.
2. Works under the general direction of the Coordinator of Curriculum as well as site administrator.
3. Provide support and assistance to school site teachers in the implementation of the District's Instructional Programs.
4. Promote standards-based instruction by providing professional development, instructional strategies, engagement strategies and research-based classroom practices to all staff.
5. Provide timely research based professional development and assist in coordination of staff meetings, minimum days, district meetings, and others as appropriate.
6. Use assessment data to improve classroom instruction and student learning. Lead conversations that engage teachers in analyzing and using this information to strengthen instruction.
7. Utilize the coaching model (observation with feedback, demonstration lessons, co-planning/co-teaching, lesson study, etc.) to improve student learning.
8. Plan and facilitate site/district collaboration meetings to assist teachers with maintaining pacing of instruction; engaging in a systemic examination of students; and analyzing assessment data to determine subsequent instructional strategies for improving student achievement in all content areas.
9. Serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including English learners, students in Special Education programs, and students with diverse learning needs.
10. Assist in the development, implementation, and monitoring of RTI strategies and programs. Participate in measuring their effectiveness.
11. Train and provide ongoing support for teachers in differentiated instruction and classroom interventions.
12. Use the California Standards for the Teaching Profession (CSTPs) and the district standards with teachers as tools for self-reflection, goal setting, and inquiry into practice for the purpose of ongoing professional growth.
13. Support teachers in the use of the district adopted instructional program and materials.
14. Support teachers in selecting, pursuing, and sharing action research projects connected to their content.
15. Support all staff members in the Jefferson School District with the implementation of curriculum, instructional technology, and programs.
16. Work with other district coaches for the purpose of maintaining consistency in the Jefferson School District coaching program and for personal growth. Participate in coaches' meetings with district staff.
17. Meet regularly with site administration to review assessment data and to assess the outcomes of goals established by the principals.
18. Foster a collaborative culture to support staff development and student learning.
19. Demonstrate skills in decision making, problem solving, and conflict management.
20. Access and use research to improve instruction and student achievement.
21. Participate in professional development and professional growth activities.
22. Provide documentation of time keeping (coaching journals, logs time sheets or other as appropriate)

23. Demonstrate effective communication skills both orally and in writing.
24. Understand and accept the goals and objectives set by the Board Trustees and Superintendent through the district LCAP Plan and the site Single Plans for Student Achievement and work effectively toward the achievement of those goals and objectives.
25. Prepare forms, records and reports requested by site and district administration.
26. Other duties relevant to the successful implementation of the site and district instructional plans.

DIRECTLY RESPONSIBLE TO:
Coordinator of Curriculum

PHYSICAL ENVIRONMENT:
Work predominantly in a classroom and school environment. Temperature – normal climate may experience short intervals of extreme weather. Daily contacts with students, teachers, and school and district staff. Regular/occasional contact with parents, community members and outside agency personnel.

WORK ENVIRONMENT:
Ability to work at a desk, conference table or in meetings of various configurations. Ability to stand and circulate for extended periods of time. Ability to see for purposes of reading laws and codes, rules and policies, and other printed matter and observing students. Ability to hear and understand speech at normal levels. Ability to communicate so others will be able to clearly understand normal conversation. Ability to bend and twist, stoop, kneel, run and crawl. Ability to reach in all directions. Ability to lift up to 25 pounds and carry up to 25 pounds. Moderate to high stress level.

Pending Board Approval