



Continuous Improvement Coach (Formerly Instructional Coach)

Summary

The Continuous Improvement Coach will facilitate school, team and teacher professional learning and continuous improvement processes aligned with district initiatives in partnership with the principal to improve student learning.

Roles and Responsibilities

- Use race, equity and socioeconomic status as a filter in all areas of work
- Ensure alignment of practice with the Continuous Systems Improvement Framework
- Facilitate embedded professional learning through the use of effective protocols (ie book studies, lesson studies, examine student work)
- Model and co-teach lessons and facilitate reflection to determine those approaches that best meet learner needs
- Conduct walk throughs and gather data for school and district balanced scorecard
- Support, lead, and facilitate collaborative Professional Learning Community (PLC) Teams
- Conduct non-evaluative observations of teachers and PLC teams to engage in reflective dialogue
- Assist individuals and PLC teams in implementing assessment for learning, analyze results and personalizing instruction
- Serve as a member of Learning Teaching Advisory (LTA) and Learning and Equity Team (LET)
- Collaborate with principal and LET on continuous improvement planning
- Provide support/mentoring/coaching for new teachers
- Work in partnership with principal, curriculum leads and other school leaders

Qualifications

The Continuous Improvement Coach will be selected by principal and district administration based on the following qualifications:

- Demonstrated commitment to the equitable education of all students
- Evidence of effective planning and organizational skills
- Demonstrated knowledge of effective protocols to facilitate professional learning
- Highly effective interpersonal skills
- Evidence of effective facilitation skills and ability to work collaboratively with others
- Demonstrated application of data driven decision making, effective instructional strategies, evidence based best practice and working within a professional learning community
- Demonstrated application of the principles embedded in the Continuous Systems Improvement Framework
- Demonstrated the ability to reflect on ones own work
- Recognized as teacher leader aligned with District Core Values and Vision



Curriculum Lead

Summary

The curriculum lead provides leadership to ensure that the essential learning outcomes and the instructional program in their content area is aligned, coherent, and implemented to address student needs effectively.

Roles and Responsibilities:

- Use race, equity and socioeconomic status as a filter in all areas of work
- Facilitate processes outlined within the district-wide Curriculum Development and Improvement process.
- Provide guidance and support for teachers to implement evidence based practice in the content area
- Communicate vertically within content area to ensure guaranteed, viable curriculum
- Facilitate mapping of learning targets to effectively implement Essential Learning Outcomes
- Mentor new staff in content pedagogy and curriculum implementation
- Facilitate meetings with teachers within same content area
- Serve as a member of Learning and Equity Team as appropriate
- Collaborate with principal on the implementation of guaranteed, viable curriculum
- Facilitate embedded professional learning within the content area, as appropriate (ie book studies, lesson studies, examine student work)
- Conduct walk throughs and provide feedback on implementation of curriculum

Qualifications

Curriculum Lead will be selected by principal and district administration based on the following qualifications:

- Demonstrated commitment to the equitable education of all students
- Evidence of effective planning and organizational skills
- Highly effective interpersonal skills
- Demonstrated knowledge of effective protocols to facilitate professional learning and meetings
- Recognized as teacher leader aligned with District Core Values and Vision
- Recognized as a model teacher with knowledge of effective instructional strategies, content pedagogy and evidence based practice
- Demonstrates ongoing personal professional learning
- Demonstrates solid understanding of content area knowledge and evidence based practice



Learning Teaching Advisory (LTA)

Summary

The Learning Teaching Advisory member work is in collaboration with other members of the LTA to improve student learning by facilitating a system that results in all staff being engaged in high quality, ongoing professional development that is integrated with the Continuous Systems Improvement Framework.

Roles and Responsibilities

- Use race, equity and socioeconomic status as a filter in all areas of work
- Serve as a teacher leader who works in collaboration with LTA colleagues and the principal to align the work of adults around improving student learning
- Participate in continuously improving our system, assessing and refining district-wide practices within each of our areas of the Continuous Systems Improvement Framework.
- Participate in the development of district-wide professional learning plan.
- Facilitate evaluation of district-wide professional development initiatives at building level.
- Serve as key communicator with building staff regarding district initiatives as well as communicating building needs and desires to LTA.
- Collaborate with the principal, continuous improvement coach, curriculum leads and LET members as appropriate to facilitate the effective implementation of PLC teams and other protocols to facilitate meaningful professional learning.
- Develop, implement, evaluate and communicate the school improvement plan
- Promote and encourage Growth Transition Change utilizing district language and imagery (GTC)

Qualifications

The LTA member will be selected by principal and district administration based on the following qualifications:

- Demonstrated commitment to the equitable education of all students
- Demonstrated effective planning and organizational skills
- Demonstrated highly effective interpersonal skills
- Demonstrated knowledge of effective protocols to facilitate meetings
- Recognized as teacher leader aligned with District Core Values and Vision
- Demonstrated ongoing personal, professional learning
- Demonstrates knowledge of evidence based practice in professional learning



Learning and Equity Team Member (LET)

Summary

Learning Equity Team members lead in partnership within the school level Professional Learning Community to facilitate school improvement planning and professional learning to improve student learning. .

Roles and Responsibilities

- Use race, equity and socioeconomic status as a filter in all areas of work
- Serve as a teacher leader who works in collaboration with LET colleagues and the principal to align the work of adults around improving student learning
- Plan, facilitate and evaluate building level professional learning
- Develop, implement, evaluate and communicate the school improvement plan
- Regularly communicate Key Messages to colleagues
- Promote and encourage Growth Transition Change utilizing district language and imagery (GTC)

Qualifications

The LET member will be selected by principal based on the following qualifications:

- Demonstrated commitment to the equitable education of all students
- Demonstrated effective planning and organizational skills
- Demonstrated highly effective interpersonal skills
- Demonstrated knowledge of effective protocols to facilitate meetings
- Recognized as teacher leader aligned with District Core Values and Vision
- Demonstrated ongoing personal, professional learning



School Operations Committee (SOC)
(Formerly Department Chair)

Summary

The School Operations Committee will lead and work in partnership with building administration and departments to continuously review and communicate operational systems of the school.

Roles and Responsibilities:

- Use race , equity and socioeconomic status as a filter in all areas of work
- Review and communicate day to day operations systems of the school, for example:
 - Safety and emergency drills
 - Student management
 - Supply Budget
 - Calendar and special events
 - Student and staff handbook

Qualifications

The SOC member will be selected by principal based on the following qualifications:

- Demonstrated commitment to the equitable education of all students
- Evidence of effective planning and organizational skills
- Demonstrated knowledge of effective protocols to facilitate meetings
- Highly effective interpersonal skills
- Recognized as teacher leader aligned with District Core Values and Vision