

## **POSITION TITLE:** Coordinator of Teacher Support & Retention

**QUALIFICATIONS:** Postgraduate Professional License with an endorsement in administration and supervision. At least ten years of experience in education; including at least five years as a classroom teacher and three years in teacher leadership. Experience coordinating and leading professional development for teachers and in designing programs for new teacher support. Experience creating, facilitating and presenting professional development sessions to a variety of professional audiences. Knowledge of new teacher induction and retention strategies, mentor programs and other unique needs for teacher support and retention. Demonstrated efficacy in engaging, addressing, and speaking with large and small groups of diverse stakeholders in a variety of settings. Strong analytical skills with ability to develop processes to measure the success of teacher retention strategies. Demonstrated ability to use data management systems to track and analyze data and present data-informed recommendations in oral and written formats. Ability to work both independently and cooperatively, exercise judgment and creativity, organize work teams, set priorities, manage initiatives and meet deadlines. Exceptional detail-orientation and strong organization skills. Strong interpersonal and communication skills with demonstrated ability to speak and write clearly.

**PERFORMANCE EXPECTATIONS:** The Coordinator of Teacher Support and Retention will provide essential leadership within Richmond Public Schools (RPS) to ensure that new teachers are well-supported and that all effective teachers choose to stay with RPS over the course of their teaching career by focusing on teacher retention. The Coordinator of Teacher Support and Retention ensures that probationary teachers have the proper induction, ongoing support, professional development, and evidence-based feedback to experience success in leading RPS students to high levels of learning. Develops a cohesive vision and strategies for new teacher support and create a timeline for full implementation. Plans, develops and coordinates New Teacher Orientation and collaborates in the development and implementation of New Teacher Training and other in-service opportunities for teachers to ensure the needs of new teachers are met. Plans and conducts pulse checks with new teachers to provide early feedback as to what support new teachers need. Plans and collaborates with school principals to receive early feedback and to respond with appropriate supports as needed. Collaborates with division teams to develop specific supports for new teachers in accessing and utilizing resources for curriculum and instruction. Assists in the evaluation of the division and school-level professional development for impact on increased teacher effectiveness and improved academic achievement. Communicates with division leaders concerning pertinent aspects of the division and school-level professional development programs, particularly for beginning teachers. Monitors professional development activities for beginning teachers to inform recommendations for future efforts. Partners with the Talent Office to support provisionally-licensed teachers in completing full licensure requirements. Systematically engage teachers throughout the school year to better understand the specific factors that impact teacher retention in RPS. Researches, creates and executes unique teacher retention strategies to effectively retain current teacher base, including providing school and division leaders with specific tools, trainings and methods for increasing teacher retention. Develops, executes and monitors a system to track teacher retention data and communicate updates routinely throughout the year. Develops a method for identifying early warning factors related to teacher retention and create responsive solutions. Plans and conducts ongoing exit interviews with all existing teachers; uses data to identify trends, prioritize areas of concern and create a plan of action in collaboration with division and school staff to address. Partners with the Talent Office and Principal Directors to support principals in identifying retention risks and develop a plan of support for those areas. Develops partnerships with local colleges/universities and community organizations to promote and

provide incentives that improve teacher retention in RPS. Performs additional duties as assigned.

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Work requires frequent standing, sitting, walking, light lifting up to 10 pounds, vocal communication for expressing or exchanging ideas, hearing to perceive information at normal spoken word levels and visual acuity for preparing and analyzing written or computer data.

**REPORTS TO:** Director of Curriculum and Instruction