



## **RIVERSIDE UNIFIED SCHOOL DISTRICT**

**TITLE:**                    **Teacher on Special Assignment (TOSA) Professional Growth Systems (PGS) - Team Lead**

**WORK YEAR:**        **188 Day – Per Salary Schedule**

### **EDUCATION AND EXPERIENCE:**

- Valid California Teaching Credential
- Minimum of five (5) years of experience as a successful teacher
- Experience as a PGS Support Teacher
- Valid California Driver's License

### **PRIMARY FUNCTION:**

The PGS Team Lead is a Support Teacher selected from the Support Teacher team who has 1 or more years experience as a Support Teacher. The Team Lead serves a two (2) year term. Under the direct supervision of the Co-Chairs of the Professional Growth System (PGS) Review Panel, the Team Lead will provide assistance, guidance and training to novice teachers and teachers new to the District. In addition, the Team Lead has specific duties in leading the Support Teacher team.

### **ASSIGNED RESPONSIBILITIES:**

- Work with newly hired teachers to help them develop their professional practice and acclimate to the District culture
- Assist Participating Teachers by observing, modeling, coaching, conferencing and/or providing other assistance
- Assist novice Participating Teachers with credentialing requirements
- Conference with Participating Teachers to discuss performance goals and develop a professional learning plan
- Maintain records of data, observations and support provided
- Monitor and support the progress of the Participating Teacher as it relates to the California Standards for the Teaching Profession and provide periodic written reports, including formal and informal observations and feedback provided, to the Participating Teacher and the PGS Review Panel
- Complete all required documentation within set timelines
- Communicate effectively in writing-observation reports, mid-year summaries, final summative reports, memoranda, notes and communications to teachers and administrators
- Participate in comprehensive training to develop and refine observation and analysis of teaching skills

- Review and analyze academic records and student outcome data as necessary for supporting teacher growth
- Meet with other Support Teachers and the Review Panel on a regular basis to share best practices, successes, challenges and to calibrate observation and analyzing skills
- Co-plan and conduct trainings for Participating Teachers
- Co-plan training and other PD for Support Teacher team
- Plan and facilitate weekly PLC for Support Teacher Team
- Serve as a member of the PGS Leadership Team
- Support and participate in recruitment fairs
- Coordinate and prepare PGS monthly newsletter and other regular communications
- Support data collection on program effectiveness
- Communicate and meet regularly with administrators and Participating Teachers
- Other duties as assigned

### **ESSENTIAL JOB REQUIREMENTS QUALIFICATIONS:**

- Possession of a valid California Teaching Credential with English Learner Certification.
- Currently serving in the role of PGS Support Teacher
- Ability to demonstrate exemplary teaching skills
- Strong communication and interpersonal skills
- Ability to work cooperatively and effectively with colleagues

### **Knowledge of:**

- Knowledge and experience in implementing the Teacher Professional Growth System.
- Knowledge of the Certificated Bargaining Units Agreements
- Understanding of concepts and application of the Danielson Framework for Teaching
- Demonstrated skill and knowledge of leadership, data-driven decision making, and use of technology
- Demonstrated skill and knowledge of effective coaching strategies with adult learners
- Ability to work effectively with administrators, colleagues, central office and school-based staff, students, parents and community
- Demonstrated skill and ability to work well with adults in multi-stakeholder groups

### **Ability to:**

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for all students
- Effectively communicate and work with diverse groups of people such as (but not limited to) District Office personnel, principals, teachers, students and parents
- Analyze and evaluate data for specific use
- Maintain confidentiality

- Prioritize workload and conflicting demands
- Effectively work in a demanding environment
- Work in a diverse socio-economic and multicultural community
- Demonstrate organizational, time management, analytical and problem solving skills
- Develop and provide effective presentations to the public, Board and staff
- Effectively communicate orally and in writing, with a variety of public, staff and management groups
- Maintain consistent, punctual and regular attendance
- Incorporated with one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

**Physical:**

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will clearly understand a normal conversation
- Ability to understand speech at normal levels
- Ability to bend, twist, stoop and reach
- Ability to drive a personal vehicle to conduct business

**Mental:**

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving skills
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will clearly understand the written communication
- Ability to communicate so others will clearly understand a normal conversation
- Ability to understand speech at normal levels

**Environment:**

- Indoors-frequently
- Outdoors-occasionally
- Ability to work at a desk and in meetings of various configurations