

PEER ADVISOR

DEFINITION:

Under general supervision and direction of the Evaluation Council, a Peer Advisor is responsible for operating in lieu of an administrator for the evaluation process if the assignment is approved. Peer Advisors can only be used for tenured teachers in good standing/Tier 1. The Peer Advisor will be assigned primarily to assist elementary sites without an assistant principal that has an unusually high number of teachers to evaluate. A teacher can request a Peer Advisor in writing; the Evaluation Council will review all requests and assign a Peer Advisor if available and deemed warranted. Peer Advisor duties may include coaching for unit members in Tier 2 or 3, in coordination with the New Teacher Support and Development team. The term of the Peer Advisor shall be 1-3 years, depending on funding and need.

QUALIFICATIONS:

Experience:

- A minimum of five (5) years of recent experience in the district, in classroom teaching and/or providing direct service to students or one year of district experience of providing instructional support to teachers.
- Possess a clear teaching credential or equivalent certification.
- Be a bargaining unit member with permanent status.

Education:

- Knowledge of FCUSD Model of Instruction (MOI) and familiarity with evaluation rubrics.
- Training in coaching or equivalent experience.

Other:

- Demonstrate exemplary ability to support student progress, as indicated by, among other things, effective interpersonal communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- Two (2) references from a district supervisor, district administrator, or FCUSD district teacher on special assignment with specific knowledge of his/her expertise as it relates to the qualifications listed above.

DISTINGUISHING CHARACTERISTICS:

The Peer Advisor position is an opportunity to mentor and support colleagues. Peer Advisors shall provide support to teachers on a full-time basis by facilitating teachers' growth and collecting evidence of practice.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Conducting goal setting meetings, completing all phases of the 10-10-10 observation process including verbal debrief, guided reflection and written summary in TalentEd, or applicable FCUSD approved evaluation software, with assigned teachers.
- Scheduling and conducting coaching conversations with assigned teachers.
- Compiling, along with the teacher, evidence of practice on the essential elements from the MOI within the teacher's focus area.

PEER ADVISOR

- Coach teachers in research-based strategies that support the effective delivery of grade-level content standards.
- Meet with the site administrator(s) to review any concerns and review the findings of the observation at the site administrator's request. This includes calibrating with the site administrator/instructional teams on the why, how, and what of the 10-10-10 observations.
- Completing the Mid-Term Evaluation in TalentEd by the last Friday before winter break in December including recommending any Tier changes.
 - If an assigned teacher is changed to a Tier 2 level, that teacher will be assigned to another evaluator since Peer Advisors can only be advisors to Tier 1 teachers.
- Completing the End of the Year Summary and final Tier recommendation in TalentEd within the identified timelines and with supporting evidence.
- Caseload will be a maximum of thirty-five (35) teachers. If assigned fewer than thirty-five teachers to evaluate, advisors may be required to coach teachers not under their assigned caseload as assigned by the Evaluation Council, in coordination with the New Teacher Support and Development team.

PHYSICAL REQUIREMENTS:

- Manual dexterity is sufficient to write, use a computer/keyboard, telephone, and other classroom technology, as needed.
- The mobility to stand, stoop, balance, reach overhead, kneel and bend.
- Physical mobility is sufficient to move about the work environment, and from site to site.
- May require physical strength to push, pull, or lift at least twenty-five pounds.
- The job requires the accurate perception of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.
- Physical stamina is sufficient to sit, stand, or walk for prolonged periods of time.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work onsite in a standard school/classroom environment and come in direct contact with district staff.