

TEACHER LEADER ROLE DESCRIPTIONS

Peer Coach

Overview

The Peer Coach is a staff member, who is either an out-of-classroom coach , or teacher leader, that is provided with the necessary release time to coach their teammates , responsible for ensuring their ILT builds an effective coaching system in their school, as defined in the Partnership Implementation Framework (PIF). They are also responsible for leading a cohort of teachers through observation and coaching cycles to increase teacher effectiveness , while supporting school wide PD cycles . Through this role, educators will cultivate their leadership and coaching skills while supporting the development of colleagues in strengthening their instructional practices in order to transform student outcomes. The Senior Peer Coach is a role where a coach is ready to take on additional responsibilities within the network in three ways: Hosting a Peer Coach seminar at their school site to be observed coaching live, capturing videos of exemplar coaching cycles at their own school site for use in developing other coaches, and possibly in offering their coaching skills more broadly by coaching other Peer Coaches.

Responsibilities

The chart below outlines key responsibilities of the role, along with sample deliverables. However, to qualify for either role, a Peer Coach must have commitment from school administration that they will have the needed time to coach provided to them, either because they are an out-of-classroom coach, or are a teacher leader given a release period, sub days, coverages, or a bank of school funds that can be used to coach teammates after school. The Partnership will provide a menu of deliverables to guide the process, but the final determination of deliverables will be made at the school site. Deliverables should be derived from school CTA goals and determined in conversation with the principal and the ILT. Participants should expect to spend 15-20 hours/month, in addition to seminar attendance, to plan for and execute responsibilities.

Peer Coach	
Responsibilities	Sample Deliverables
Serve as a contributing member of the ILT focused on fulfilling the CTA goals of the school	Evidence of coaching conducted in service of school-wide priorities or CTA goals
Manage an appropriate caseload of coachees (determined by administration and the ILT)	Coaching logs that demonstrate alignment with school PD, progress monitoring
Lead full coaching cycles (Planning, Observation, and Debrief)	Evidence of growth of coachees (e.g., videos, lesson plans, student data)
Open classroom for model lessons and observations by other teachers at the schools site	Logs and debrief notes from model lesson observation and debriefs

Senior Peer Coach	
Responsibilities	Expected Deliverables
<p><i>All of the above and...</i></p> <ul style="list-style-type: none"> • Host a seminar at your school site, which includes logistics management for the visit • Record model coaching videos to help us build a video library of coaching for network wide and beyond learning 	<ul style="list-style-type: none"> • Hosts Peer Coach seminar at your school site to observe live coaching. Supports setting up the schedule for the Seminar, as well as observation and coaching debriefs for the day. • Supports creation of a video bank of model coaching cycles through filming exemplar coaching cycles with teachers at your site.

Attendance, Participation, and Collaboration
<p><u>Partnership Events and Meetings</u></p> <ul style="list-style-type: none"> • Four-day Summer Institute • One-day Winter Institute • Four, full-day seminars focused on coaching skills and instructional practices • Regular meetings Partnership staff member, including coaching/observation meetings
<p><u>School-Site Meetings</u></p> <ul style="list-style-type: none"> • Regular and meaningful participation in ILT meetings • Regular coaching cycles with a cohort of coachees (Role at school provides you with the time needed) • Regular check-ins with administration and collaboration with other Peer Coaches and/or Teacher Leaders at your site • Coaching on your coaching cycles (1 - 2 per year)

Qualifications

- Sustains a growth mindset for self and others in pursuit of excellence
- Demonstrated belief in the Partnership Core Values: Courage, Creativity, Continuous Improvement, and Collective Action
- Ability to build strong relationships and support high morale and confidence in colleagues
- Ability to maintain professional discretion and confidentiality
- Strong content and pedagogical knowledge, and a demonstrated record of effective classroom practice
- Desire to lead and/or experience leading adult learning
- Experience using data to drive instructional practice
- Strong technology and computer skills (email, digital platforms, Google, etc.) or willingness to learn
- Senior Peer Coach: Exemplary coach with proven coaching skills who is able to also apply their teacher coaching skills in supporting other coaches, and to host and organize a seminar at their school site. Senior Peer Coach applicants must submit a coaching video as part of the application.

Team Lead

Overview

The Team Lead is responsible for leading a content or grade level team in the planning and execution of standards-based curriculum, high leverage literacy strategies, data-driven instruction, and formative assessment practices. Through this role, educators will cultivate their leadership skills and develop content knowledge while supporting the development of colleagues in strengthening their instructional practices in order to transform student outcomes.

For the 2019-20 school year, we will be supporting teachers in the following grade-level/content area cohorts:

- Elementary (K-6)
- Secondary ELA/Social Studies (6-12)
- Secondary Math (6-12)
- Secondary Science (6-12)*
- Special Education (K-12)*

*Content support for Science and Special Education teachers will be provided in collaboration with LAUSD and external partners.

Responsibilities

The chart below outlines key responsibilities of the role along with sample deliverables. Team Leads' deliverables should be derived from school CTA goals and determined in conversation with the principal and ILT. Participants should expect to spend 15-20 hours/month, in addition to seminar attendance, to plan for and execute responsibilities. To support Team Leads, schools will work to provide additional time (e.g., scheduled release time) for them to plan for and regularly meet with their teams. To qualify for the role, a Team Lead must have commitment from school administration that they will have 1) a grade team or department they're responsible for leading, and 2) 1-2 meetings per month they're responsible for facilitating.

Responsibilities	Sample Deliverables
Serve as a contributing member of the school ILT and attend meetings with a focus on teaching and learning.	Monitor progress toward relevant CTA goals (e.g., collecting and analyzing data)
Facilitate Grade Level or Department Team meetings that focus on: <ul style="list-style-type: none"> ● Planning cycles that include backwards planning from standards and assessments ● Implementing short-cycle, common formative assessments ● Data analysis protocols and responding to student data. 	<ul style="list-style-type: none"> ● Evidence of planning cycles (e.g., meeting agendas, student data, student work analysis) ● Pacing/unit plans ● Common lessons ● Common instructional strategies ● Common formative assessments ● Documentation of instructional next steps ● Documentation of progress monitoring ● Log of classroom observations by peers ● Participate in coaching cycles (as coach or coachee) ● Provide or contribute to team or school-wide professional development

Serve as a model teacher for others:

- Classroom instruction
- Leadership practice (e.g. facilitation skills, data analysis, etc.)

Attendance, Participation, and Collaboration

Partnership Events and Meetings

- Four-day Summer Institute
- One-day Winter Institute
- Four, full-day seminars focused on coaching skills and instructional practices
- Regular meetings Partnership staff member, including coaching/observation meetings

School-Site Meetings

- Regular and meaningful participation in ILT meetings
- Regular check-ins with administration and collaboration with other Team Leads and/or Teacher
- Leaders at your site
- Regular (1+ times/month) facilitation of Grade Level or Department Team meetings

Qualifications

- Sustains a growth mindset for self and others in pursuit of excellence
- Belief in the Partnership Core Values: courage, creativity, continuous improvement, and collective action
- Ability to build strong relationships and support high morale and confidence in colleagues
- Ability to maintain professional discretion and confidentiality
- Strong content and pedagogical knowledge, and a demonstrated record of effective classroom practice
- Desire to lead and/or experience leading adult learning
- Experience using data to drive instructional practice
- Strong technology and computer skills (email, digital platforms, Google, etc.) or willingness to learn

Restorative & College Culture Lead

Overview

The Restorative & College Culture Lead (RCCL) is responsible for leading the culture team in planning and implementing restorative communities practices and college-going knowledge to enhance school culture such that the school meets their CTA Culture goal. The RCCL will coordinate school-wide strategies around social-emotional learning, attendance, and restorative discipline in service of a college-going, restorative culture and college access. Through this role, educators will cultivate leadership skills while positively impacting school culture and classroom climate in order to transform student social-emotional skills, college going aspirations and outcomes, and restorative communities.

Responsibilities

The chart below outlines key responsibilities of the role, along with sample deliverables. The Partnership will provide a menu of deliverables to guide the process, but the final determination of deliverables will be made at the school site. Deliverables should be derived from school CTA goals and determined in conversation with the principal and the ILT. Participants should expect to spend 15-20 hours/month, in addition to seminar attendance, to plan for and execute responsibilities. To support Restorative & College Culture Leads, school leaders will work to provide additional time (e.g., scheduled release time or an extra conference period) for them to fulfill related responsibilities.

Restorative & College Culture Lead	
Responsibilities	Sample Deliverables
<p>Team: Lead Culture Team & Culture CTA Goal</p> <ul style="list-style-type: none"> • Serve as a contributing member of the ILT and lead the culture team (or equivalent team), using data to plan and execute meaningful strategies to reach the CTA culture goal • Communicate effectively with culture team members (mixed stakeholders) before, during, and after monthly (or bimonthly) meetings to ensure implementation of plans and strategies to reach culture CTA goals and an intentionally healthy and restorative vision for school culture 	<ul style="list-style-type: none"> • CTA goal and strategies quarterly check in notes • Culture team meeting agendas, notes, exit tickets, sign in sheets, etc. • Photos, bulletins, flyers, or other communication of school-wide events to promote school culture strategies • Use of data in ILT and Culture Team meetings (i.e. Culture Dashboard)
<p>Learn: Plan & Model Restorative Communities Practices</p> <ul style="list-style-type: none"> • Lead (or co-lead with Partnership staff) at least 2 culture professional development cycles with colleagues • Model restorative and trauma & resiliency informed practices, social-emotional skills, culturally relevant pedagogy, and conflict transformation with students, colleagues, families and partners through SEL lessons in advisory classes, content integration lessons, professional development, workshops and/or coaching, as determined by the ILT and culture team 	<ul style="list-style-type: none"> • At least 1 PD on college going data • At least 1 PD on culture & RC • SEL/RC lesson plans, assessment results, facilitation materials or videos used in PD or coaching with staff, workshops with parents, and/or lessons with students • Log/feedback notes of classroom observations by peers • Photos of student/staff/parent work, experiences, reflections, etc.
<p>Student Experiences: COLLEGE COMPASS</p> <ul style="list-style-type: none"> • Build college knowledge through College Compass activities • Lead SEL survey administration (BOY and EOY) and manage resulting data driven decision making 	<ul style="list-style-type: none"> • College Focused Events for students (i.e. Kick Off, College field trips, College grads speaking on campus, College week activities, etc.) • Student SEL Survey results

<ul style="list-style-type: none"> Coordinate College Compass student tracker 4 times a year with all staff; collaborate with Family Action Team on family tracker; work closely with college counselors (secondary) 	<ul style="list-style-type: none"> Partner with College Counselors and team for college work
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Attendance, Participation, and Collaboration

Partnership Events and Meetings

- Four-day Summer Institute
- One-day Winter Institute
- Four full-day seminars focused on college-going, restorative instructional practices and team leadership skills
- Regular meetings with Partnership staff member, including coaching/observation meetings
- [Optional] differentiated PD with Partnership staff to meet school CTA goals and RCCL needs

School-Site Meetings

- Regular and meaningful participation in ILT meetings, focused on Culture CTA goal, data and strategies
- Regular check-ins with administration and collaboration with others at your site
- Regular (1+ times/month) facilitation of culture team meetings

Restorative Communities Parent College Instructor (Saturdays)

Responsibilities	Curriculum
<ul style="list-style-type: none"> • Facilitate six 2-hour Saturday sessions at Parent College (in one of the three neighborhoods) • Participate actively in two Parent College Instructor trainings (on Saturdays) • Build relationships with families enrolled • Support recruitment of families • Promote a college-going, restorative culture 	<ul style="list-style-type: none"> • Session 1: Introduction to Restorative Justice • Session 2: Community Building Circles • Session 3: Restorative Dialogue • Session 4: Social-Emotional Learning • Session 5: Building a Supportive and Peaceful Home • Session 6: Review and Celebration

Qualifications

- Has a passion to cultivate safe, healthy, college-going, restorative communities in our schools
- Sustains a growth mindset for self and others in pursuit of excellence, including college access for all
- Demonstrate belief in the Partnership Core Values: courage, creativity, continuous improvement, and collective action
- Ability to build strong relationships and support high morale and confidence in colleagues and teammates
- Ability to maintain professional discretion and confidentiality
- Strong content and pedagogical knowledge, and a demonstrated record of effective practice
- Desire to lead and/or experience leading adult learning experiences and effective team meetings
- Experience using data to drive instructional practice and decision-making
- Strong technology and computer skills (email, digital platforms, Google, etc.) or willingness to learn

Family Engagement Lead

Overview

The Family Engagement Lead at a Partnership School is responsible for leading themselves and the school Family Action Team in planning and implementing equity centered family engagement practices to enhance school culture and accelerate student outcomes. Through this role, educators will cultivate their leadership skills, address issues of equity, positively impact school culture and develop positive relationships with families and the larger community. The chart below outlines key responsibilities of the role, along with sample deliverables. Participants should expect to spend 15-20 hours/month, in addition to seminar attendance, to plan for and execute responsibilities. To support Family Engagement Leads schools will work to provide supports for them to fulfill related responsibilities.

Responsibilities	Sample Deliverables
<ul style="list-style-type: none"> • Serve as a contributing member of the school leadership team and lead/co-lead the Family Action Team • Communicate effectively with Family Action Team members before, during, and after monthly (or bimonthly) meetings to ensure implementation of plans and strategies to reach goals and an intentionally equity centered vision for family engagement • Invite a consistent group of mixed stakeholders (educators, staff, parents, students, after-school lead, community partners and Partnership FE team) to contribute meaningfully (including facilitation) to regular Family Action Team meetings where data is consistently shared • Lead (or co-lead with Partnership staff) at least two Parent College sessions with families at one of the three Parent College sites • Build relationships with administrators and parents from one to two direct feeder schools, or three early education centers if applicable. • Develop creative and effective school based collateral highlighting for families and community • Implement a minimum of two Home-Visits for the year. One to be completed during semester 1 and the second to be completed during semester 2. 	<ul style="list-style-type: none"> • Data and other evidence to demonstrate progress toward meeting the school’s family engagement goals aligned to CTA. • Family Action Team meeting agendas, notes, exit tickets, sign in sheets, and reflections • Photos, bulletins, flyers, or other communication of school-wide events to promote equity-centered family engagement strategies and demonstrate outcomes from Family Action Team • Evidence of at least two Parent College sessions which could include; photos, fliers, parent exit tickets, personal reflection • Copies of site-based collateral • Agenda, Notes and/or lists of parent contact information from feeder school sites. • Personal reflection and/or photos or notes from Home-Visit (family permission required).

Attendance, Participation, and Collaboration

Partnership Events and Meetings

- One-day Family Engagement Kick-Off with school leader to build skills and set goals
- Four (4) full-day seminars (two in the fall, two in the spring) focused on family engagement instructional and school-wide practices
- Regular check-ins with Partnership staff, including possible coaching/observation meetings

Qualifications

- Belief in the Partnership Core Values: courage, creativity, continuous improvement, and collective action
- Ability to build strong relationships and support high morale and confidence in colleagues
- Strong content and pedagogical knowledge, including experience using data to drive instructional practice

- Desire to lead and/or experience leading adult learning and a willingness to learn
- Strong technology and computer skills (email, digital platforms, Google, etc.) or willingness to learn

Principal Requirements

- School must provide at least 4 sub days for FETL to attend seminars (if needed) and should consider what additional time may need to be provided to meet the family engagement goals (e.g. time to observation, plan, lead PD, etc.)
- School leader (principal, AP, or out-of-classroom support staff) must attend Family Engagement Kick-off in August and conduct regular check-ins with the FETL on campus
- Family Action Team (or equivalent) must meet regularly (i.e. monthly, every other month) and set and record goals in the beginning of the year and check in on progress at least twice per year

Arts Lead

Overview

The Arts Lead, in collaboration with their School Leader, is responsible for leading their school in the on-going planning and implementation of a strategic arts plan that supports and meets the school’s CTA arts and other goals. Arts Leads will lead efforts to align arts strategies and resources across the school feeder pattern, foster an arts rich culture, and coordinate school-based arts events that will showcase the visual and performance art of students. They will also contribute to the planning of a Partnership-wide arts event. Through this role, the Arts Lead will cultivate their leadership skills and develop arts education content knowledge while supporting the development of colleagues in strengthening their instructional practices in order to transform student outcomes.

Responsibilities

The chart below outlines the responsibilities and sample deliverables for Arts Leads at selected Partnership schools where arts CTA goals are an ILT priority. The Partnership will provide a menu of deliverables to guide the process but the final determination of deliverables will be made at the school site. Participants should expect to spend 15-20 hours per month, in addition to meetings and seminar attendance to plan for and execute responsibilities.

Responsibilities	Sample Deliverables
<ul style="list-style-type: none"> ● Serve as a lead or co-lead (w/School Leader) on the school ILT to initiate and extend arts education planning and integration in the school’s CTA. (Three large buckets; direct arts instruction, arts integration, and arts exposure.) 	<ul style="list-style-type: none"> ● Progress monitoring of relevant school goals and arts strategies. Evidence of check-ins with ILTs to discuss arts programs (notes, timelines, and roles/responsibilities.) ● Development of a distinct School Arts Goal in their school’s CTA.
<ul style="list-style-type: none"> ● Form and lead an arts cohort to continue to develop and implement the school’s strategic arts plan. <ul style="list-style-type: none"> ○ Coordinate with their arts cohort the implementation of one to two Model Arts Integration Classrooms. ○ Plan and execute two school events (fall/spring) showcasing student artwork ○ Contribute to the planning and/or implementation of one Partnership-wide arts events. 	<ul style="list-style-type: none"> ● Schedule and notes on arts cohort meetings and outcomes related to the strategic arts plan. <ul style="list-style-type: none"> ○ Notes on the planning, implementation, and debrief of the Model Classroom(s). ○ Observation schedules and notes. ○ An invitation or flier for the event, photographs, or other media documenting the event. ○ Name of student(s) and photo(s) of the work offered/presented at the event. ○ Evidence of participation in planning meeting(s).
<ul style="list-style-type: none"> ● In collaboration with the Partnership’s manager for arts education, the Arts Lead will work with community arts partners on... <ul style="list-style-type: none"> ○ School arts programming (direct arts, arts integration, and/or arts exposure) ○ Guests artist ○ School wide arts Professional Development ○ Funding through or in collaboration with community arts partner. 	<ul style="list-style-type: none"> ● Evidence/documentation of community arts partner engagement and collaboration. <ul style="list-style-type: none"> ○ Meeting notes ○ Planning documents ○ Event information (flyer, handout, etc.) ○ PD materials (handouts, photos, etc.)
<ul style="list-style-type: none"> ● Collaborate with fellow Arts Leads to develop and implement a system of communication on strategic arts planning along feeder, level alike 	<ul style="list-style-type: none"> ● Evidence of planning with fellow Arts Leads on collaborations and distribution of arts resources, and best practices. <ul style="list-style-type: none"> ○ joint planning time

<p>schools, and share best practices and event planning.</p>	<ul style="list-style-type: none"> ○ meeting notes and planning documents
<ul style="list-style-type: none"> ● Increase visibility of the arts and arts programming. For example: <ul style="list-style-type: none"> ○ Promote new and ongoing arts events and programming at school site. ○ Celebrate and spotlight student artwork and performances. ○ Promote arts professional development opportunities with school community. ○ Support in the implementation of Arts Initiative Evaluations. 	<ul style="list-style-type: none"> ● Documentation (photos, other media) highlighting student art work/performance and community arts collaborations (bulletin boards, social media posts, etc.) ● Document the promotion of the Arts Initiative evaluation and identify key steps that were taken to encourage participation in the evaluation process.

Attendance, Participation, and Collaboration

Partnership Events and Meetings

- Four-day Summer Institute
- One-day Winter Institute
- Regular meetings with Partnership’s Manager of Arts Education, including coaching/observation meetings.
- Arts Working Group Meetings - two in fall and two in spring
- One external Arts Integration PD with an arts community partner

School-Site Meetings

- Regular and meaningful participation in ILT meetings
- Regular check-ins with school leadership and collaboration with arts cohort, and larger school community on the development and implementation of the school arts plan
- Regular Arts Cohort meetings
- At least one PD from, or in collaboration with, a community arts partner

Qualifications

- A passion to contribute to arts equity in our schools.
- Sustains a growth mindset for self and others in pursuit of excellence.
- Demonstrated belief in the Partnership Core Values: Courage, Creativity, Continuous Improvement, and Collective Action
- Ability to build strong relationships and support high morale and confidence in colleagues
- Strong content and pedagogical knowledge
- Desire to lead and/or experience leading adult learning
- Experience using data to drive instructional practice
- Strong technology and computer skills (email, digital platforms, Google, etc.) or willingness to learn.