



ASSISTANT DIRECTOR - ACADEMIC PROGRAMS INSTRUCTIONAL COACH ADMINISTRATOR

BASIC FUNCTION

Under administrative direction, the Instructional Coach Administrator provides leadership to the School-Based Instructional Coaches and Professional Learning for School Improvement: Teaching & Learning. The Administrator participates in development, implementation, monitoring, and evaluating operational and/or instructional vision and focused plans for the School-Based Instructional Coach and Professional Learning for School Improvement: Teaching & Learning; support professional educators and administrators in program activities; manage operational support activities, staff and budgets; implement the District's Racial Equity Policy ensuring a culture of high expectation which provides every student with equitable access to high quality and culturally relevant instruction.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Designs and delivers the weekly school-based instructional coach professional learning. "E"
- Creates a school-based instructional coach Instructional Leadership Team (ILT) and engages the ILT in feedback loops around the school-based instructional coach professional learning.
- Designs and delivers professional learning for the Grade Band Core Academic Administrators and Office of Student Support Services Administrators on professional learning structures and systems.
- Collaborates with the Grade Band Core Academic Administrator to deliver *content* professional learning to the school-based instructional coaches.
- Provides 1:1 coaching to school-based instructional coaches, building leaders, and Lead Teachers around 1:1 coaching, Professional Learning Community (PLC) facilitation, and Teaching and Learning facilitation
 - Support educators directly using a coaching model that focuses on co-planning, modeling, co-teaching, and feedback. Implement strategies that include multiple methods of assessment.
- Monitors professional learning for school improvement teaching and learning and impact measures by analyzing district-level student performance data, observation data, PLC data, Teaching and Learning facilitation data and (1) highlights and showcases "bright spots" and local best practices; and (2) leans in to support buildings struggling with professional learning implementation and impact measures towards our PL goals.
- Reviews and provides feedback to Instructional Leadership Teams (ILT) and schools on professional learning for school improvement Teaching & Learning arcs of professional learning.
- Designs and leads professional learning for Lead Teachers on PLC and professional learning for school improvement facilitation; develops and maintains resources to support 1:1 Coaching, PLCs, and professional learning for school improvement teaching and learning.

- Uses social emotional learning and Multi-Tiered Systems of Support (MTSS) informed practices to design and provide support for school-based instructional coaches in:
 - Developing their professional learning for teaching and learning sessions aligned with district and state standards
 - Designing assessment tasks that allow students to demonstrate understanding in a variety of ways
 - Using data to give meaningful feedback and scaffold instruction
- Collaborate with school-based instructional coaches, educators, support personnel, administrators, and colleagues including participation in building-based meetings and discussions to enhance instruction and coordinate student supports to improve student outcomes.
- Participate in role specific professional learning through outside conferences, Teacher Professional Learning; lead and facilitate professional learning to school-based instructional coaches; attend and support school in-services, summer institutes and professional learning days throughout the year.
- Review, interpret and report on a variety of assessment tools and measurements; apply data to assist professional educators to build capacity for instructional improvement related to content-specific goals for equity and excellence; provide leadership in data-driven decision making through the implementation of Professional Learning Communities.
- Promote a culture of high expectations, providing program support directed at every student receiving high quality and culturally relevant instruction; support and implement the District's Racial Equity Policy that reflects and supports the racial and ethnic diversity of the student population and community.
- Update and maintain accurate and complete records of assigned programs and activities progress and development as required by school, district, state and federal policies, regulations and laws.
- Demonstrate a commitment to the Portland Public Schools Racial Equity and Social Justice Commitment by developing a thorough knowledge and application of the district Racial Educational Equity Policy, the PPS RESJ Framework and Plan, and the PPS RESJ Partnerships Investment Strategy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.
- Perform related duties as assigned including providing direct support to schools as directed by the supervisor as needed.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Administrator provides organizational leadership to all schools around implementation of their Professional Learning for School Improvement - Teaching & Learning plan. This requires oversight of the learning, coaching of licensed and non-licensed department staff, school staff and district leaders as necessitated by the assigned program. Instructional Coach Administrators report to the Senior Director of Teacher Professional Learning. The Administrator is a strong leader with high ethical standards who focuses on developing and deploying extraordinary programs and who understands and models cultural

competence.

EMPLOYMENT STANDARDS

Knowledge of:

- K-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.
- District labor organizations and collective bargaining agreements. Educational business management skills.
- Research-based instructional strategies and models for improving instructional practices for all students.
- Effective leadership and management strategies and techniques. Budget development and monitoring skills.
- Grant writing and application processes.
- Collection of and data use methods. Academic programs achievement standards which align to district goals.
- District organization, operations, policies and objectives.
- Existing and emerging technologies, including education, business and internet software applications.
- How adult and K-12 learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; develop, implement and insure systems to effect appropriate, challenging learning environments.

Ability to:

- Manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.
- Monitor and evaluate program's progress and modify plans to meet intended outcomes.
- Build a culture of equity that is student centered. Direct, supervise and evaluate programs and staff.
- Build and sustain productive relationships Advocate, model and implement Portland Public School's Racial Equity Initiative and board policies.
- Plan and pursue professional development for self and staff members. Learn and implement the PPS Equity in Public Purchasing and Contracting board policy.
- Focus on narrowing disparities between the highest and lowest performing students.
- Welcome and empower students and families, including underrepresented families of color and those whose first language may not be English, as essential partners in student education, school planning and District decision-making.
- Operate a variety of computer technologies and related hardware and software.

Education and Training:

A State of Oregon issued Administrative License is required at the time of appointment.

Experience:

A minimum of three (3) years as a licensed school professional including a minimum of three (3) years of experience as a PK-12 school-based instructional leader with demonstrated results in improving the academic performance of students is required.

Experience working in a richly diverse school community and environment is highly desirable.

FLSA: Exempt

Approval Date: June 1, 2023

Bargaining Unit: Non-Represented

*Salary Grade: Licensed Administrator - Assistant Director
Academic Programs Classification*

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.