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Under administrati

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.

Conduct and report on accurate and consistent data collection systems and activities, to ensure that all students are engaged and supported in learning. 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.

competence.

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.

1 How adult and K-12 learners grow and develop, recognizing variations within and across
1 2 cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities;
B m ! 20 Develop, implement and insure systems to effect appropriate, challenging learning environments.

Manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.

Monitor and evaluate programs progress and modify plans to meet intended outcomes.

23 Build a culture of equity that is student centered. Direct, supervise and evaluate prole

