



Job Title: Novice Teacher Coach

Department: Staff Development and Leadership Training
Reports To: Director, Staff Development and Leadership Training
Grade: Teachers' Salary Schedule
Number of Days: 200 Days
Security Access: All Elementary Schools
Date: March 20, 2017
Overtime Status: Exempt

Job Objectives:

Tulsa Novice Teacher Coaches provide instructional mentoring to first and second year teachers that are new to the profession teaching in Tulsa Public Schools, K through 12th grade core subjects. In addition to mentoring, coaches provide professional development for beginning teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs.

Minimum Qualifications:

- A minimum of five years of recent classroom teaching experience (elementary and/or high school); a distinguished track record in hard-to-staff schools is highly desired.
- Exemplary knowledge of content, materials, assessment and methods that improve student achievement in core content areas.
- Documented success in engaging in cooperative and collaborative projects with adults.
- Demonstrated commitment to personal professional growth and learning.
- Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers using evidence of classroom practice and student learning.
- Evidence of excellent oral, written and technology skills.
- Valid Oklahoma teaching certification and Bachelor's Degree.
- Completed online application (resume, responses to prompts, and, for new applicants, 3 professional letters of recommendation).
- Experience working with assessment data.
- Early childhood certification preferred.
- National Board Certification or other organizations that honor excellence in teaching.
- Master's Degree or beyond preferred.

Responsibilities and Essential Functions: The following duties are representative of performance

expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Establish and maintain a trustful, confidential and non-evaluative relationship with beginning teachers to help develop their autonomy as professionals; demonstrate skillful use of mentor language.
- Assist beginning teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement; uses knowledge of equity principles to deepen beginning teachers' application of standards.
- Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons; provide opportunities for beginning teachers to observe exemplary practice by arranging intersite visitations.
- Encourage beginning teachers to identify instructional resources and support throughout the entire school community; incorporate technology and analysis of data to advance both beginning teacher learning and classroom practice.
- Promote collegiality and build community among new teachers by providing professional development (e.g., summer academy, working meetings, study groups).

Interactions with Principals and Area Leadership:

- Invite ongoing collaboration with principals and staff to ensure coherence between coaching activities and school expectations.

Individual professional growth:

- Fully participate in coach professional development, including Mentor Academies, Mentor Forums, peer coaching partnerships, professional learning teams and other area, team, and committee meetings.

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

- Experience related to adult learning (coaching, professional development, mentoring, teaching)
- Successful teacher leadership or administrative experience.

Supervisory Responsibility: Does not directly supervise any individuals.

Working Conditions: Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Travel to multiple school locations for on-site mentoring
- Minimal office hours

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