

Position: School Improvement Teacher Ambassador

**Position Summary:** The School Improvement Teacher Ambassador is responsible for supporting other grade level and content area teachers in order to implement the School Turnaround Plan which is focused on the school improvement priorities. Teacher Ambassadors work collaboratively with school administration to provide targeted instructional leadership at the school and classroom level. Through the demonstration of instructional expertise and practices, these ambassadors support colleagues in developing their classroom practices to meet student needs and curricular demands. They develop, facilitate, and evaluate the success of building level systems of improvement aligned to prioritized school goals.

The Teacher Ambassador provides ongoing support to teachers to help connect the next steps for improvement following a continuous improvement analysis. The Teacher Ambassador role requires the candidate to take on additional responsibilities and will be chosen through a competitive, rigorous, performance-based selection process. Teacher Ambassadors must have expert curricular knowledge, outstanding instructional skills, and the ability to work effectively with other adults.

**Qualifications/Requirements:**

- Kentucky teaching certificate and at least four years of successful teaching experience as measured by performance evaluations, value-added data, and other evidence of instructional excellence
- Concurrently serving as a full-time certified teacher at the CSI School
- Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development
- Student data that illustrates the ability to increase student achievement through utilizing specific instructional interventions
- Instructional expertise demonstrated through model teaching, team- teaching, video presentations, and student achievement gains
- Effective communication skills and an understanding of how to facilitate professional growth in adults

**Preferred qualifications:**

- Master's degree in Education

- Demonstrated leadership ability
- Demonstrated ability to write distinctly and to organize data
- Experience in planning, developing, and conducting in-service programs
- Demonstrated improvement in academic learning outcomes

Reports to: School Principal

## Performance

### Responsibilities:

- Leads, oversees and/or actively participates in the planning, facilitation, and follow-up of school-based and/or contracted partner-led professional development. Assist teachers in application of new professional learning. (*professional learning*)
- Models clear and coherent classroom practices for teachers. Facilitate consistent and structured opportunities for other teachers to observe classroom practices. (*modeling best practices*)
- Support an instructional program conducive to accelerated student achievement. Actively investigate, review, and evaluate instructional research and support teachers in identifying promising subject-specific strategies to support increased student outcomes. Regularly assess student learning and ensure specific, timely feedback to students regarding performance. (*MTSS/applying high-yield instructional strategies*)
- Assist teachers with timely lesson plan development and feedback. Support colleagues to align standards, curricula, instructional strategies, and assessment tools. Team-teach with colleagues, demonstrate model lessons, and support teachers in using effective instructional strategies to implement differentiated learning opportunities. (*PLC process*)
- Differentiates coaching supports for teachers based on performance needs and data through modeling collaborative practices with content area/grade-level partners and diverse teacher learners. (*feedback & coaching*)
- Models use of IEPs and 504 plans to ensure teachers can replicate instructional decision-making for diverse learners. (*differentiation*)
- Collaborates with grade-level partners, diverse learner teachers, school teams, district staff, etc. When called upon, support district-level professional development through in-service leadership by sharing best practices and strategies to support teachers and teacher leaders. (*PLCs, Teacher capacity*)
- Cultivates and sustains positive and professional relationships with colleagues, school and district leaders.

- Ensures regular opportunities for teachers to engage in guided and independent practice.
- Models best practices for communication to ensures teachers maintain regular contact with students' families (*communication*)
- Regularly communicates and works collaboratively with school administration to develop and implement appropriate action plans aligned with prioritized school goals and teacher growth. (*communication & IPs*)
- Completes and participates in all trainings and other compliance requirements as assigned and by the designated deadline. Additionally, seek out professional learning opportunities to support the school in meeting goals for improvement. (*teacher capacity*)
- Understand and analyze data from multiple sources. Use data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement in accordance with school improvement plans. This may be achieved through weekly PLC meetings. (*PLC process*)
- Performs other duties as assigned by supervisor

Terms of Employment:

Extra Duty Stipend according to CCPS Salary Schedule

Board Approval: