

Professional Development School Site Coordinator of Pre-service Teachers and Lead Mentor for New Teacher Support

QUALIFICATIONS:

Qualifications:

- State of Illinois Professional Educator's License
- Elementary Education Endorsement (K-9)
- Teacher Leader Endorsement (Preferred)
- Master's Degree
- Professional Development School Mentor Experience

REPORTS TO:

Superintendent or Designee

VISION:

The Professional Development School Site Coordinator of Pre-Service Teachers and Lead Mentor for New Teacher Support engages in the design, implementation, and coordination of the Professional Development School (PDS) within the established parameters and guidelines as determined by the district and university. The Lead Mentor for New Teacher Support (TIPS) designs, implements, updates and coordinates the district mentoring program. A professional physical environment is maintained and equipped with the tools and resources needed to support teaching and learning for all: ISU Professors, teacher candidates, cooperating teachers, beginning and new teachers in the district, and staff involved in professional development opportunities. The Coordinator serves on committees to study, monitor, and improve the **PDS** and **TIPS** programs and processes. As a result, the district and university makes continuous improvement toward achievement of state and district expectations.

JOB GOALS:

1. The Professional Development School creates a learning environment that supports the training of preservice teachers. There is a collaborative working relationship between District 108 and Illinois State University, specifically in the College of Education, the School of Teaching and Learning and the Professional Development School Partnership. The professional development of the PDS is committed to improving student achievement through the multiple learners of pre-service teachers and cooperating teachers, within both the university and the district. Through the direct relationship with the university, teachers will have opportunities for simultaneous renewal and continuing education.
2. The TIPS mentoring induction program identifies the needs of new employees and instruction is differentiated to meet the needs of all first year staff members.
3. The district's professional Development opportunities via the Professional Development Center are guided by a common vision of teaching and learning and are based on research, best practices, and are aligned with district initiatives.
4. Effective data collection and management informs recommendations for continuous improvement regarding best practices and protocols of both the PDS and TIPS programs.

RESPONSIBILITIES:

- **Planning and Preparation**
 - Demonstrate knowledge of current trends in preservice education and professional development
 - Demonstrate knowledge of the district-university partnership, and skill in delivering the PDS program
 - Establish goals for the PDS program and the partnership in collaboration with university representatives that supports the district mission and vision as well as the established goals of the university's PDS program
 - Plan the PDS program in collaboration with university representatives, integrated and aligned with the district initiatives as well as the university's goals and initiatives for the PDS program
 - Develop a plan to evaluate the PDS program in collaboration with district and university representatives
 - Establish goals for the TIPS program that support the district mission and state guideline
 - Demonstrate knowledge of resources, both within and beyond the district, university, and the state
 - Develop a plan to evaluate the TIPS program
 - Coordinate with other local universities with placement of student teachers
 - Establish and maintain documentation for district mentors and new teachers with Timsweb.org

- **Environment**
 - Create a professional environment of trust, respect and rapport with pre-service teachers and staff
 - Establish a culture for on-going professional development for preservice, novice and experienced teachers
 - Establish and maintain norms of behavior for professional interactions
 - Organize and coordinate physical space for workshops or training, including use of training equipment, arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities.

- **Delivery of Service**
 - Collaborate with preservice teachers and cooperating teachers
 - Engage preservice teachers in learning new instructional skills
 - Share expertise with preservice teachers and new teachers through teaching model lessons, presenting workshops, including utilizing the expertise of other district staff
 - Locate resources for preservice teachers to support instructional improvement
 - Demonstrate flexibility and responsiveness
 - Collaborate and demonstrate flexibility with coordinating room space

- **Professional Responsibilities**
 - Reflect on practice
 - Prepare and submit university assessments, evaluations and reports
 - Coordinate with other district personnel to support preservice education and the PDS program and university partnership
 - Coordinate with other district personnel to support new teachers in professional development
 - Participate in a professional community and attends district meetings

- Engage in Professional development that promotes all aspects of the job for the PDS Site coordinator and Lead Mentor for New Teachers
- Adheres to district sick leave and personal leave policies and is punctual to job assignments and meetings

TERMS OF EMPLOYMENT:

Work Day:

Atypical

Work Year:

180 Days plus summer per diem to be assigned by supervisor as needed

Bargaining Unit:

Bargaining Unit

Salary and Benefits:

Per Contract

EVALUATION:

Per Contract