

## Campus PSP Job Description 2013-2014

### Overview

Professional Service Providers (PSPs) are experienced educators (former principals, superintendents and district administrators) who provide technical assistance to campuses and districts with required interventions in the Texas Accountability Intervention System. The PSP provides assistance and oversight in building the capacity of campus/district leaders, teachers and staff to understand the Systems for Continuous District and School Improvement, and to identify and address gaps in the Critical Success Factors of:

Academic Performance	Family/Community Engagement	Teacher Quality
Use of Quality Data to Drive Instruction	School Climate	Leadership Effectiveness
Increased Learning Time		

### Expected Knowledge and Needed Skills

- Current accountability systems (State Indexes, Safeguards, and PBM).
- Research-based practices and interventions to address the area(s) of state index safeguard system.
- District perspective of organizational structure, communication systems and structures for collaborative work across district work groups in support of continuous improvement.
- Specific, current knowledge of district and campus leadership such as legal, fiscal, accountability, and curriculum.
- Current research regarding best practices in school districts that addresses the role the district plays in curriculum, instruction and assessment.
- Understanding of how district practices can be leveraged to increase campus success by removing barriers.
- Interpersonal skills that create an atmosphere of shared respect, trust and confidentiality with campus and district personnel and fellow Professional Service Providers.
- Confidence in oral communication, specifically engaging district/campus leadership in dialogue responsive to questions surrounding critical practice.
- Coaching skills that demonstrate active listening, reflective questioning and full engagement in a plan of action.
- Technical writing skills that capture evidence in a clear, concise, objective manner.
- Ability to effectively use various modes of technology to communicate, such as e-mail, Project Share and social networking.
- Ability to connect information, see emerging trends and collaborate to address solutions.
- Views role as an integral part of achieving the goal of Continuous District and School Improvement which is achieved through system transformation, sustainability and accelerated achievement.
- Views self as a positive change agent.
- Possesses ability to quickly apply school improvement and turnaround practices significant to success at the campus/district level.
- Possesses ability to accurately analyze and assess systems in order to identify root causes of low performance.
- Exemplifies the trustworthiness and integrity necessary to lead adults.
- Demonstrates an attitude of service and collaboration.
- Recognizes and captures opportunities for continuous improvement at the district and campus level.

### Roles and Responsibilities

- Adheres to the *Revised Code of Ethics and Standard Practices for Texas Educators* and the *PSP Network Handbook*.
- Models ethical core regarding confidentiality, punctuality, work focus and quality of product.
- Serves as a liaison between the Texas Center for District and School Support, Texas Education Agency, local Education Service Center, and district.
- Ensures that all campus documentation is reported to TCDSS and TEA through ISAM in a timely manner.
- Recognizes and captures opportunities for continuous improvement at the district and campus level.
- Works with District Coordinator of School Improvement and/or District PSP to review all campus TAIS implementation.
- Maintains a positive problem-solving attitude in the face of inconsistent or unforeseen challenges.
- Facilitates the campus to understand the current accountability system and utilize research-based practices and interventions to address the identified campus needs.
- Verifies that all school improvement requirements are met and reported as required.
- Oversees the effective implementation of all components of the school improvement process.
- Facilitates the strategic planning process that addresses gaps in the Critical Success Factors.
- Monitors the progress of activities and strategies contained within the improvement plan and facilitates the on-going refinement of them in the plan.
- Builds leadership and teacher capacity through skills training and the establishment and /or refinement of internal systems and processes focused on the sustainability of school improvement.