

## PSP Job Description 2015-2016

### Overview

Professional service providers (PSPs) are experienced, quality educators who provide technical assistance to campuses and districts with required interventions in the Texas Accountability Intervention System (TAIS). PSPs assist in building the capacity of campus/district leaders, teachers, and staff to understand and implement the TAIS continuous improvement process.

### Expected Knowledge of

- Current state policy and programs related to assessment, accountability, curriculum, and educator appraisal systems
- Research-based practices and interventions to address the area(s) of low performance in the state accountability system and, if applicable, the Elementary and Secondary Education Act (ESEA) turnaround principles
- District perspective of organizational structure, communication systems, and structures for collaborative work across district work groups in support of continuous improvement
- Current knowledge of district and campus leadership such as legal, fiscal, accountability, and curriculum
- Current research regarding best practices in school improvement and 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

### Required Skills

- Ability to influence improvement of student performance that results in positive changes in campus accountability ratings
- Interpersonal skills that create an atmosphere of shared respect, trust, and confidentiality with campus and district personnel and fellow PSPs
- Confidence in oral communication to engage district/campus leadership in dialogue responsive to critical questions surrounding best practice
- Coaching skills that demonstrate active listening, reflective questioning, and full engagement
- Technical writing skills that capture evidence in a clear, concise, and objective manner
- Ability to effectively use various modes of technology to communicate, such as email and social networking
- Ability to connect information, to see emerging trends, and to collaborate to address solutions
- Ability to quickly apply school improvement and turnaround practices significant to success at the campus/district level
- Ability to accurately analyze and assess systems in order to identify root causes of low performance
- Ability to influence in a results-oriented way so that campus staff and the district leadership team collaborate in establishing the necessary processes to ensure a structured path to success
- Ability to act as an agent of change, a motivator, an inspirer. Ability to use failures as learning opportunities, and celebrate successes
- Ability to analyze qualitative and quantitative data, to make conclusions out of multiple sources of data, and to take timely actions toward meeting annual goals

### Roles and Responsibilities

- Adheres to the *current year Code of Ethics and Standard Practices for Texas Educators* and the *PSP Network Handbook*
- Exemplifies the trustworthiness and integrity necessary to lead adults and model core values regarding confidentiality, punctuality, work focus, and quality of product
- Serves as a liaison between the Texas Center for District and School Support (TCDSS), Texas Education Agency (TEA), local education service center (ESC), and district/campus
- Assists in submitting all campus documentation to TCDSS and TEA through Intervention and Stage Activity Manager (ISAM) and verifies that all school improvement requirements are met and reported
- Recognizes and captures opportunities for continuous improvement at the district and campus level
- Works with district coordinator of school improvement (DCSI) to implement the TAIS continuous improvement process with all campuses identified for intervention through the state accountability system or as a priority school
- Maintains a positive problem-solving attitude in the face of inconsistent or unforeseen challenges and acts as a positive change agent
- Facilitates the campus staff to understand the current accountability system

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- Utilizes research-based practices and interventions to address the identified campus needs
- 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 (CSFs) which include; Academic Performance, Family/Community Engagement, Teacher Quality, Use of Quality Data to Drive Instruction, School Climate, Leadership Effectiveness, and Increased Learning Time
- Monitors the progress of activities and strategies contained within the targeted improvement plan and facilitates the on-going refinement of the plan
- Builds leadership and teacher capacity through professional learning
- Establishes and/or refines internal systems and processes focused on the sustainability of school improvement
- Serves as a member of the campus intervention team (CIT) that is assigned to a campus with low performance in the state accountability system
- Responsible for his/her ongoing professional learning, and attends required meetings and trainings
- Keeps reports updated in a timely, clear, and concise manner
- Assists campus with TTIPS grant requirements, when applicable