

## Professional Service Provider Job Description 2014-2015

### Overview

Professional service providers (PSPs) are experienced educators (former principals, superintendents, and district administrators) who provide technical assistance to campuses with required interventions in the Texas Accountability Intervention System (TAIS). The PSP serves as a member of the campus intervention team (CIT) that is assigned to campuses with low performance in the state accountability system as stipulated in Texas Education Code (TEC) §39.106(a) and/or supports priority schools identified under the USDE flexibility waiver. The PSP provides assistance and oversight in building the capacity of campus/district leaders, teachers, and staff to understand the TAIS continuous improvement process and to identify and address gaps in the following critical success factors (CSFs):

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 state and federal accountability 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.
- Specific, current knowledge of district and campus leadership such as legal, fiscal, accountability, and curriculum.
- Current research regarding best practices in school districts 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.
- Interpersonal skills that create an atmosphere of shared respect, trust, and confidentiality with campus and district personnel and fellow PSPs.
- Confidence in oral communication, specifically engaging district/campus leadership in dialogue responsive to crucial 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, objective manner.
- Ability to effectively use various modes of technology to communicate, such as e-mail and social networking.
- Ability to connect information, see emerging trends, and collaborate to develop effective solutions.
- Views role as an integral part of achieving the goal of continuous 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.

### Roles and Responsibilities

- Adheres to the *Revised Code of Ethics and Standard Practices for Texas Educators* and the *PSP Network Handbook*.
- Models 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.
- Assists in submitting all campus documentation to TCDSS and TEA through the Intervention and Stage Activity Manager (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 (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.
- 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.

<ul style="list-style-type: none"><li>• Facilitates the strategic planning process that addresses gaps in the CSFs.</li></ul>
<ul style="list-style-type: none"><li>• Monitors the progress of activities and strategies contained within the targeted improvement plan and facilitates the on-going refinement of the plan.</li></ul>
<ul style="list-style-type: none"><li>• Builds leadership and teacher capacity through professional learning and the establishment and/or refinement of internal systems and processes focused on the sustainability of school improvement.</li></ul>
<ul style="list-style-type: none"><li>• As a member of the CIT, determines which educators may be retained at a campus subject to reconstitution as required in TEC §39.107 and TAC §97.1064.</li></ul>