

**MEMORANDUM OF UNDERSTANDING BETWEEN
ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION
AND THE
ROCKLIN UNIFIED SCHOOL DISTRICT
REGARDING: INSTRUCTIONAL COACHING PROGRAM**

The Rocklin Teachers Professional Association (RTPA) and the Rocklin Unified School District (District) hereby agree to the following Instructional Coaching Program (formerly know as Teacher on Special Assignment) language for the 2019-20 school year. Upon approval by the District and RTPA leadership, the terms of this MOU shall be effective July 1, 2019 through June 30, 2020.

1. In the event of an elimination or reduction of INSTRUCTIONAL COACH positions (layoffs), the impacted INSTRUCTIONAL COACH positions shall return to the classroom.
2. A Teacher on Special Assignment (herein referred to as an "INSTRUCTIONAL COACH") is a teacher who performs teaching related duties outside the classroom in a position other than a classroom teaching assignment. Duties shall include but may not be limited to supporting other teachers in the implementation of new curriculum and teaching methodologies, demonstration lessons, data review, structure intervention methodologies, work directly with students, assessment development, use of technology and other classroom support. An INSTRUCTIONAL COACH shall not be counted in the normal student-to-teacher ratios that govern class-size averages, caseloads and/or caps.
3. The District shall employ no more than 6.0 FTE of INSTRUCTIONAL COACH positions serving elementary and no more than 3.0 FTE of content specific INSTRUCTIONAL COACH positions serving in any school. Instructional Coaches shall be assigned to the Instructional Coaching Program (ICP). Each year Instructional Coaches shall be assigned equitably to the District's school sites as needed. Additional INSTRUCTIONAL COACHES may be employed if a site has additional federal, state and/or or grant funding, and the administrators, in conjunction with their site leadership teams and/or Site Councils choose to hire or extend additional INSTRUCTIONAL COACH time to best meet the needs of the staff and students at their sites. District will comply with all federal and state laws regarding special funding and categorical programs (including Title I) at all times and will not supplant the funding for these programs in assigning INSTRUCTIONAL COACHES.
4. The primary focus of an INSTRUCTIONAL COACH shall be to provide support and resources aimed at improving first time instruction, student intervention(s) and/or student achievement to assigned site(s).
5. In order to preserve the integrity of the INSTRUCTIONAL COACH/teachers relationship, the INSTRUCTIONAL COACH shall refrain from discussing teacher interactions with administration. The teacher is the professional expert in the classroom; therefore the INSTRUCTIONAL COACH position is equal to that of the classroom teacher. INSTRUCTIONAL COACH duties shall not be administrative in nature and shall not include evaluation, supervision, or direction of another bargaining unit member. No evaluation should include or reference INSTRUCTIONAL COACH input in reference to the teacher's work with the INSTRUCTIONAL COACH.

6. Classroom teachers shall be provided the opportunity to provide input and collaborate with INSTRUCTIONAL COACHES in determining needs for instruction, support and resources. INSTRUCTIONAL COACHES support may be offered to classroom teachers at the request and agreement of a teacher and site administrator.
7. In order to meet the parties' contractual requirements for "site duties" and "extra duty assignments" INSTRUCTIONAL COACHES shall be required to attend no more than fifteen (15) hours to include but not limited to, Board meetings, Board workshops, etc. These hours shall occur outside of the INSTRUCTIONAL COACH's contract hours. INSTRUCTIONAL COACHES shall work the same contractual year and day as a regular teacher and be paid the same as a regular teacher according to the RUSD/RTPA salary schedule. INSTRUCTIONAL COACHES may be required to work up to fifteen (15) extra days (beyond the regular teacher work year) and shall be compensated for those days using flex time and/or in combination with that INSTRUCTIONAL COACH's per diem rate of pay, at the mutual agreement between each INSTRUCTIONAL COACH and the District.
8. The District shall include RTPA appointed teacher unit members to serve on the District's INSTRUCTIONAL COACH selection committee.
9. Vacant INSTRUCTIONAL COACH position shall be posted in accordance with the procedures contained within Article XI of the RTPA contract
10. When filling INSTRUCTIONAL COACH vacancies the District shall only interview and consider internal applicants. The following factors shall be considered in determining qualifications:
 - a. Five (5) years classroom experience within RUSD;
 - b. The educational related needs of the District;
 - c. The credentials to perform the required services as required by state and federal laws;
 - d. The qualifications by training and or experience;
11. No assignment to fill a vacancy shall be made until after the closing date of the posting. Bargaining unit members who apply shall be given written notification of the hiring decision within ten (10) days after such action has been taken.
12. Posting(s) that arise during summer recess, intersession or a period of leave shall be posted on Edjoin. The District shall, upon request of a unit member, notify that unit member by email of any posted INSTRUCTIONAL COACH openings which may arise during the summer recess, intersession or a period of leave.
13. The term of a District INSTRUCTIONAL COACH will be a maximum of four (4) years pending positive evaluations. Any current TOSA(s) serving in their fourth (4th) year, under the parties prior MOU expiring on June 30, 2019, shall be permitted to finish the 2019-2020 school year as an Instructional Coach. All INSTRUCTIONAL COACHES currently serving in year one (1) or year two (2) shall be permitted to serve the remainder of their four (4) year term, subject to a positive evaluation.
14. Upon completion of his/her term as a INSTRUCTIONAL COACH, the bargaining unit members shall have the option to return to his/her prior classroom teaching position, providing his/her

prior classroom position is occupied by a temporary teacher or is otherwise vacant. If the teacher's last classroom position is not occupied by a temporary teacher or is not otherwise vacant, the teacher shall be allowed to choose from a list of available openings according to credential and district-wide seniority.

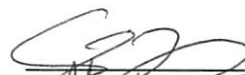
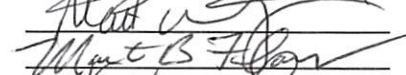

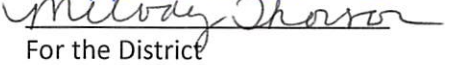
15. The parties collectively bargained evaluation process and forms shall be used. (Appendix A).

16. INSTRUCTIONAL COACHES shall have the following rights:

- a. All the provisions of the parties collectively bargained agreement.
- b. To notify the District and the Association that he/she wishes to return to the classroom or his/her previous position at the beginning of the coming school year this request shall be by February 1st of the school year prior to the year of return.
- c. If the District can no longer fund a INSTRUCTIONAL COACH position or otherwise wishes that a INSTRUCTIONAL COACH be reassigned to his or her regular teaching position, the District shall notify the INSTRUCTIONAL COACH by March 15 of the current school year for reassignment at the beginning of the following school year. This return shall be governed by the provisions of this agreement.
- d. INSTRUCTIONAL COACHES shall be given access to their office/work location. The District shall provide keys and codes so that they may be able to conduct their INSTRUCTIONAL COACH business.

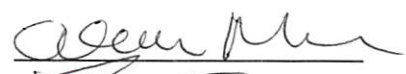

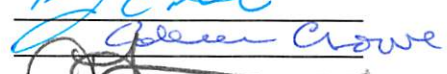
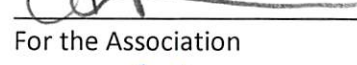
17. This Memorandum of Understanding shall not be valid or effective unless the Governing Board approves the revised job description for TOSA as Instructional Coach first.

18. This Memorandum of Understanding shall remain in effect until June 30, 2020.

For the District

4/11/19
Date

For the Association

4/11/19
Date

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Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677
(916) 624-2428 / www.rocklin.k12.ca.us



Job Description

DRAFT

POSITION TITLE: Instructional Coach (Formerly known as TOSA)

SALARY PLACEMENT: Certificated Salary Schedule

SUMMARY:

A Teacher on Special Assignment (herein referred to as “INSTRUCTIONAL COACH”) is a teacher who performs teaching related duties outside the classroom in a position other than a classroom teaching assignment. Duties shall include but may not be limited to supporting other teachers in the implementation of new curriculum and teaching methodologies, demonstration lessons, data review, structure intervention methodologies, work directly with students, assessment development, use of technology and other classroom support. The Instructional Coach shall be assigned to the Instructional Coaching Program (ICP). Each year, Instructional Coaches shall be assigned equitably to the District school sites as needed.

SUPERVISOR:

This position reports directly to the Deputy Superintendent of Curriculum and Instruction or designee.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The essential duties and responsibilities for this position include, but are not limited to, the following:

1. The primary function of an Instructional Coach shall be to provide support and resources aimed at improving first time instruction, student intervention(s), and/or student achievement.
2. In order to preserve the integrity of the Instructional Coach/teacher relationship, the Instructional Coach shall refrain from discussing teacher interactions with administration. The Instructional Coach position is equal to that of the classroom teacher. Instructional Coach duties shall not be administrative in nature and shall not include evaluation, supervision, or direction of another bargaining unit member.
3. Participate in the assessment of needs; aid in the establishment of priorities; actively participate in the planning, development, implementation, evaluation, and revision of the California Standards (CS) implementation plan
4. Work collaboratively with teachers, administrators and Instructional Coaches to create and align resource material to CS, including instructional technology integration
5. Serve staff by providing on-going support for collaborative planning and implementation of CS
6. Identify supplemental instructional "bridge" materials
7. Review newly state adopted frameworks to develop RUSD guidelines and protocols
8. Work collaboratively with teachers and administrators to support the development of CS units
9. Participate in leadership roles and committees as assigned
10. Support ongoing implementation of CS instructional units, including but not limited to, lesson demonstrations, coaching, and facilitating lesson studies with teacher teams
11. Support identification of appropriate formative assessment tools for piloting and/or adoption
12. Demonstrate the effective use of technological resources needed to transform instruction to reach CS
13. Coordinate and collaborate with the Chief Technology Officer, Technology Services Department staff, and school Computer Lab Technicians as necessary to identify proper resources, technologies, and support for

- effective use of technology to support the use of instructional technology resources in the classroom
14. Develop and maintain a CS resource bank on Schoology and resource library of professional books to improve instruction in the classroom

KNOWLEDGE AND SKILLS REQUIRED:

- Working knowledge of the structure and shifts in the California Standards (CS)
- Research-based teaching strategies for students and adult learners
- Data driven instructional decision making
- Evidence of classroom instructional technology integration in current role (21st Century learning)
- Ability to work collaboratively with peers and administrators; instructional coaching experience preferred
- Strong leadership and communication skills

EDUCATION AND EXPERIENCE:

Bachelor's Degree with a valid California Teaching Credential authorizing service in the assigned grade and subject area.

- Valid teaching credential and CLAD or equivalent: Successful and extensive teaching experience with a minimum of five years in the classroom required. Evidence of practice using research-based effective teaching strategies, including but not limited to; Inquiry-based learning, GLAD, EDI, MIFF, Socratic Method, etc.

CERTIFICATES, LICENSE, REGISTRATIONS:

Valid California Driver's License

GOALS OF EFFECTIVE PERFORMANCE:

To participate in the planning, implementing and evaluating of the best possible educational program for children in consideration of the needs of the students.

PHYSICAL REQUIREMENTS:

Medical Category I - Classroom Teacher TK/K-12

1. Position requires normal physical strength and endurance for standing, sitting, bending, or walking
2. Work assignments are normally located in a work environment with light physical work and requires light physical effort.
3. Lifting 25 pounds maximum or carrying any object weighing over 15 pounds.

Medical Category III - Classroom Teacher TK/K-12 (Physical Education)

1. Positions in this category require ability associated with prolonged periods of heavy physical labor.
2. Position regularly performs heavy physical labor requiring ability to lift, carry, push, pull, and move heavy objects or materials.
3. Great physical demand for strength and endurance.
4. Requires heavy physical effort such as lifting over 50 pounds on continuous basis.
5. Physical functions involve heavy physical exertion.
6. Lifting over 50 pounds or carrying any object over 25 pounds.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee frequently works in indoor environmental conditions. The employee is occasionally exposed to video display, moving mechanical parts, and outdoor weather conditions. The

employee uses personal vehicle for work-related travel. The noise level in the work environment is usually moderate.

Adopted Date: March 5, 2014

Revision Date: June 10, 2015

Revision Date : May 1, 2019

The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability.

The Rocklin Unified School District maintains a tobacco-free, drug-free environment.