



Title Instructional Coach and Student Support Teacher (10 month)

Relationships

Collaborates with and is supported by the administrative team, curriculum coordinators, and faculty. Cultivates relationships with faculty and students to maximize teacher and student growth. Reports to the Principal via the Assistant Principal of Teaching and Learning.

Summary

The primary goal of the instructional coach and student support teacher is to assist in the implementation of school-wide learning goals to directly increase student achievement. There are two components to this position. As the coach, they will assist to build teacher capacity in implementing research based effective instruction regarding instructional practices, assessments, and student monitoring to impact student learning. As the student support teacher, they will collaborate with teachers to analyze performance data to identify student needs to teach and organize interventions during our MTSS period/WIN-Time/Flex/Pblock offerings.

Qualifications

Dispositions: The successful candidate will aim to mediate a Catholic culture within the school faith community; communicate Catholic moral and intellectual values; provide strong, collaborative leadership in the areas of curriculum and instruction, and collaboration in all areas of responsibility; develop joyful and professional interpersonal relationships with stakeholders; and view their service as a vocation that is grounded in truth, charity, and the characteristics of Lasallian ministry.

Experience: The successful candidate will possess five years of experience in an accredited secondary school. Experience gained in a Catholic setting strengthens the application. A demonstrated understanding of curricular trends and instructional best practices, curriculum design and implementation in an Understanding by Design framework strengthens application. Having a familiarity with community engagement and partnership development, process for mentor development, and student services.

Programmatic: The successful candidate will coach teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, conducts professional development, presents at workshops, and collaborates with administrators, as well as provides guidance and expertise in the best practices for the teaching of all aspects of instruction at the high school level.

Education and licensure

The successful candidate must possess an undergraduate degree, graduate degree preferred, in an appropriate field from a regionally accredited college/university as well as valid State of Illinois (or state with appropriate reciprocity) professional educator license. An active, registered, and endorsed Illinois Professional Educator License is required at the time of application and must be maintained during appointment. In the absence of a Professional Educator Licensee, an agreement with school leadership will be in place prior to appointment. Candidates must possess either an administrative

licensure (Principal, Special Education Director, Teacher Leader) or an Instructional Coaching Certificate from an accredited professional program within three (3) of employment. The ideal candidate should be Danielson certified or have a plan in place prior to appointment.

As a faculty member, you are expected to:

1. Implement lessons to sub-groups and grade levels to support them meeting grade-level standards
2. Analyze assessments that measure students' progress to design differentiated workshops/lessons
3. Use student assessment data to refine student interventions
4. Communicate effectively with students, families, and colleagues
5. Create a positive, achievement-oriented and structured learning environment that excites and invests students
6. Collaborate with teachers and leaders to improve instructional, culture-building and leadership skills by maintaining a cooperative and positive attitude that supports the mission and goals of the school
7. Be responsive to ongoing coaching and a growth mindset to increase student success
8. Attend and fully engage in all professional development, staff meetings, liturgies, and school events such as but not limited to formation experiences, Back to School Night, Open House, Baccalaureate, Graduation
9. Follow all expectations as outlined in the 2022-2023 Faculty Contract and Handbook (published July 2022)
10. Any other duty as assigned by the Principal or their designee