

JOB DESCRIPTION

POSITION TITLE: Instructional Coach

JOB GOAL: Build teacher capacity and their understanding of instructional practices as related to instructional best practices and current evidence-based trends in pedagogy. Models continuous improvement, lifelong learning, and goes above and beyond to ensure student academic success.

REPORTS TO: Principal

QUALIFICATIONS: Minimum 3 years successful teaching experience with a record of successfully impacting student achievement;
Valid certification in any specific teaching area;
Demonstrated teacher leadership; Strong interpersonal skills

SALARY: To be determined commensurate with local salary schedule, credentials, and experience.

GENERAL RESPONSIBILITIES:

Essential functions may include, but are not limited to:

1. Model lessons in classrooms on a daily/weekly basis.
2. Support the instructional development of all teachers in understanding the curriculum and the Teaching and Learning Framework for Instructional Excellence, and data analysis.
3. Build strong relationships with teachers, administrators, and other coaches.
4. Provide direction and coordination for how the curriculum is to be taught consistently with District initiatives and recognized best instructional practices.
5. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
6. Support teachers and administrators in using data to improve instruction on all levels.
7. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
8. Support teachers by helping with the strategic how of teaching and share multiple instructional strategies/processes with teachers during planning times.
9. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.
10. Develop coaching plans for teachers to ensure student improvement.

ESSENTIAL FUNCTIONS:

1. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.
2. Foster safe spaces and possess strong winsome human relations skills that will encourage professionalism toward continuous growth in their own learning and environments for adults to challenge students towards ever-increasing levels of academic achievement.
3. Display exceptional abilities to work with both adults and students.
4. Exhibit strength in professionalism and in communication skills.
5. Spend full school days planning, coaching, and supporting teachers to improve their professional practice in the delivery of standards-based, organized, and structured instruction.
6. Work with school and district administrators to establish a daily schedule that includes times for preplanning, daily coaching support with teachers, participation in professional learning communities, monitoring daily intervention instruction, and facilitating the direction of instructional trends at the school level.
7. Work side-by-side or provide virtual coaching support to teachers to successfully improve instruction, implement lessons, and accelerate intervention to improve the performance proficiency of all students.
8. Help plan and support the implementation of effective standards-based instruction in all classrooms according to the Alabama State Department of Education Courses of Study.
9. Assist the administrators and teachers with administering assessments (diagnostic, formative, and summative) and to support planning for continuous school, teacher, and improvement results.
10. Contribute to the development systems and structures to improve teacher practice within schools.
11. Impact student learning by improving teacher content knowledge, skills, and professional practice in all core subjects (English Language Arts, Mathematics, Science and History) so that all students are taught at or above a level of mastery.
12. Collaborating with administrators and teachers to analyze student performance data to inform instructional decisions, professional practices, and individual teacher professional learning to change student performance trajectories.
13. Plan with the school administrator and carryout bi-weekly instructional data meetings to include meeting with each content area at least twice monthly.
14. Plan and/or facilitate professional learning opportunities that will assist teachers in targeting the performance deficits of students and identifying next learning steps in order to improve student achievement.
15. Work with the school administration to establish a sustainable and responsive intervention model and provide direct coaching support for teachers based on student data.
16. Work with administrators and teachers to implement and research applicable resources, lead professional learning communities, and identify targeted professional learning needs according to the professional development and instructional targets of the school and district.
17. Support the District instructional program by using turn around professional learning to effectively impact the instructional practice of teachers in improving content knowledge and skills.
18. Strengthen and demonstrate depth of knowledge, skill, and experience of best practices and evidenced-based instructional strategies that can be applied across all content subject matter.
19. Support local and state reading/literacy efforts -- reading councils, reading associations, reading/literacy alliances, literacy outreach, professional educator organizations, and/or higher education collaborations.
20. Submit a weekly coaching log and any pertinent data requests/coaching documentation
21. Attend pertinent training sessions.
22. Other duties as assigned by the Superintendent or the Board of Education, which are consistent with the general requirements and qualifications of the position.

TERMS OF EMPLOYMENT: A minimum of nine months in accordance with Board approved salary schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the State Department of Education and/or Selma City Schools' policy on evaluation of classified personnel.

The statements above are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities as needed.