

Job Title: Instructional Coach

Reports to: Assistant Superintendent of Instruction, Curriculum, and Administrative Services,
Executive Director of Curriculum & Instruction, & Campus Principals

Dept. /School: Central Administration

Exempt

Primary Purpose:

The Instructional Coach will assist the campus principals, Executive Director of Curriculum & Instruction, and Assistant Superintendent of Instruction, Curriculum, and Administrative Services in providing oversight for the effective implementation of district-wide curriculum on WSISD campuses. The Instructional Coach will support curriculum enhancements, assist in development of curriculum-based assessments, monitor program implementation, coach teachers, train personnel, teach demonstration lessons, lead data analysis, and model best practices to ensure that the curriculum guides are being implemented as written and in accordance with effective teaching strategies.

The Instructional Coach will work directly with Directors of Curriculum and support Campus Principals. The Instructional Coach will report field-based issues and needs to the Secondary Campus Principals, Executive Director of Curriculum & Instruction, and Assistant Superintendent of Instruction, Curriculum, and Administrative Services.

Qualifications:

- Bachelor's degree
- Certified Teacher who has expertise in curriculum assessment, instructional delivery, and staff development.
- Must possess a deep understanding of the scientific research base for instruction, extensive knowledge of program components and teaching experience with one or more mandated content areas.
- Knowledgeable about proven scientific based research strategies, appropriate use of assessment and intervention strategies for struggling students.

Special Knowledge/Skills:

- Ability to read and interpret documents such as state and local rules and regulations.
- Ability to write routine reports and correspondences.
- Ability to speak effectively before the education board, superintendents, principals, teachers, students, and general public.
- Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form.
- Ability to deal with problems involving several concrete variables in standardized situations.

Experience:

- Three (3) years successful classroom teaching experience

Responsibilities:**I Support to the Principal and Campus Instruction-**

- Facilitate the evaluation of programs to ensure teachers implement research-based practices.
- Train teachers on the characteristics of effective and efficient classroom environments and provide focus on content and learning strategies embedded in the programs being implemented.
- Debrief with campus principal as appropriate about possible actions that could be taken to improve campus instruction and implementation.
- Train teachers and principals in critical components of instructional delivery.
- Co-teach with and/or demonstrate lessons for teachers to model best instructional practices and ensure the fidelity of specific program implementation and intervention support.
- Observe teachers teaching demonstration lessons and give immediate feedback and support for instructional adjustments.
- Analyze assessment data and assist campus principals and teachers with planning professional development to meet the specific needs of teachers on assigned campuses.
- Assist principals and grade/department chairs with planning and/or conducting grade level meetings analyze assessments and plan for instruction.
- Attend school site professional development. The meetings may include: grade level meetings, district-wide professional development days, faculty meetings focused on instructional issues, professional development planning meetings.
- Work closely with principals to provide professional development and intervention support for teachers requiring additional assistance and support.
- Serve as a resource in identifying appropriate instructional strategies and interventions to improve Educational Programs and students with unique/diverse learning needs.
- Assist teachers in preparation for instruction and the pacing for instruction.
- Assist teachers in building an interactive classroom environment focused on the delivery of the core curriculum.
- Demonstrate research-based instructional strategies to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Observe instruction and provide constructive feedback and “next-step” teacher support.

II. Professional Development to Improve Instruction-

- Provide on-site development to ensure that the teachers are knowledgeable about program components, alignment of curriculum with STAAR and assessments.
- Attend meetings/trainings with the Executive Director of Curriculum & Instruction, and Assistant Superintendent of Instruction, Curriculum, and Administrative Services to increase knowledge of curriculum components and implementation.
- Participate in collaborative grade level meetings to help analyze and utilize assessment data to improve student achievement.
- Assists grade level teams in setting goals for improved instruction.
- Provide professional development on the use of assessments to guide classroom instruction.
- Provide focused professional development at each grade level on instructional delivery and intervention strategies.

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- Work with the Campus Principals, Executive Director of Curriculum & Instruction, and Assistant Superintendent of Instruction, Curriculum, and Administrative Services to provide support for teachers who require additional assistance.

III. Assessment:

- Make adjustments in program implementation and professional development by helping analyze data from screening, diagnostic, progress monitoring, and outcome of benchmark assessments.
- Guide teachers in the monitoring of assessments.
- Assist teachers in using data to identify students for intervention instruction.
- Assist teachers in implementing continuous progress monitoring.
- Assist teachers in assessments and placement of students throughout the year.
- Collect and organize assessment data in as Assessment Report.
- Create Curriculum Based Assessments with the assistance of curriculum writers.

IV. Support to Executive Director of Curriculum & Instruction, and Assistant Superintendent of Instruction, Curriculum, and Administrative Services:

- Plan for regular meetings with other Instructional Coaches and the Executive Director of Curriculum & Instruction, and Assistant Superintendent of Instruction, Curriculum, and Administrative Services to provide focused, data-driven professional development regarding the full and skillful implementation of the curriculum guides, appropriate intervention support for students working below grade level and the analysis and use of assessment data to improve student achievement.
- Provide updates to ensure that all are knowledgeable about student achievement progress, program components, and diagnostic/progress monitoring tools.
- Meet regularly to discuss areas of strength and areas of need across the district and to strategize effective ways to meet these needs.
- Communicate results of implementation visits by providing a Campus Summary and other Accountability Reports.
- Assist with state assessment program, as needed.
- Facilitate the use of technology in the teaching-learning process.
- Implement policy established by federal and state law, SBOE rule, and local board policy related to curriculum and instruction.
- Provide instructional leadership in the textbook selection process.
- Facilitate the textbook adoption process by assisting in the organization of textbook task forces and/or the planning of textbook hearings.
- Secure consultants, specialists and other community resources to assist instructional staff in attaining instructional objectives.
- Compile, maintain, and file all reports, records, and documents as required.
- Perform other tasks as may be assigned by Supervisor/Assistant Superintendent.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Signature:

Date: