



SECONDARY INSTRUCTIONAL COACH MATH, SCIENCE & HEALTH

POSITION SUMMARY: The Math, Science & Health Coach will assist middle and high school teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data to improve student achievement, and alignment of curriculum and instruction to state and district-identified standards. Professional development could include, but is not limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in assessing student work, and developing instructional plans with teams of teachers or as individuals. It will also include creating and facilitating in-services for groups of teachers.

MINIMUM QUALIFICATIONS

Education, Training, Experience, Licensure and Certification

- Appropriate State Teaching license - endorsed in minimum of one of the subject areas
- Minimum of five years successful teaching experience at the secondary level in minimum of one of the subject areas
- Strong collaboration and facilitation skills.
- Strong understanding of adult learning andragogy and pedagogy
- Demonstrated competency with using data with teams for instructional improvement.
- Strong understanding of culturally responsive and inclusive teaching practices
- Bi-Lingual preferred
- Diverse applicants encouraged to apply

Special Knowledge/Skills:

- Interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff development
- Demonstrated ability to design and facilitate (individually or in collaboration with others) high quality professional development for teachers/school staff
- Demonstrated skills in analyzing and using data for instructional decision-making
- In depth knowledge of Common Core State Standards
- Demonstrated comfort, knowledge, skill and ability using instructional technology
- Interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff development
- Communicates effectively, in multiple formats (multimedia, face-to-face, etc.)
- Ability to form strong professional relationships with colleagues
- Able to work independently, takes initiative, and is flexible, and able to work in a fast-paced environment and manage competing tasks, deadlines, requirements, and decisions
- Effectively manages their time, is organized and prioritizes work to meet the needs of the users
- Ability to work both independently and collaboratively
- Ability to participate in coaching professional development throughout the year
- Demonstrated mastery level knowledge of early literacy and instructional practices
- Knowledge of equity issues in current education reform
- Listens to others and remains receptive to new ideas
- Demonstrated knowledge to maintain confidentiality
- Establishes and maintains positive, effective working relationships with staff, students, and the community

Job Description: Secondary Instructional Coach – Math, Science & Health
TLK:clm 6.21.2021

MAJOR RESPONSIBILITIES AND DUTIES

(The following statements describe the general purpose and responsibilities assigned and should not be construed as an exhaustive list of all responsibilities, skills, efforts, or working conditions that may be assigned or skills that may be required.)

- Support teachers with methods, materials, and instructional strategies that, through research, have proven to increase student achievement in literacy, social science and ethnic studies.
- Support teachers with the implementation of Common Core State Standards
- Work in partnership with teachers to plan instruction
- Model best instructional practices through classroom demonstrations or side-by-side coaching
- Demonstrate appropriate use of instructional technology and other educational tools to enhance and extend instruction
- Facilitate the development of district-wide resources such as pacing and curriculum guides
- Support individuals and collaborative teams in their effort to make data based instructional decisions to increase student learning.
- Make informal classroom observations offering insights for the enhancement of teaching-learning situations. Reflective feedback provided directly to the teacher will be for the purpose of instructional support and improvement (not evaluation)
- Provide building-level or district-level professional development
- Communicate effectively with administrators, teachers, and other school personnel to strengthen all aspects of the instructional program
- Work collaboratively and communicate effectively with district-level leadership to ensure rigorous, relevant curriculum and instructional practices that will increase student learning and achievement
- Work collaboratively and communicate effectively with other instructional coaches at all grade levels to strengthen vertical articulation and to create a seamless K-12 instructional program
- Cultivate and model a respectful working and learning environment

PHYSICAL REQUIREMENTS:

- Ability to:
 - ❖ Sit, stand or walk for prolonged periods of time
 - ❖ Talk and hear conversations
 - ❖ Use precise control of fingers and hand movement, often in a repetitive movement such as keyboarding
 - ❖ Reach for and handle objects
 - ❖ Use close vision, distance vision, peripheral vision, depth perception and the ability to adjust focus
- Regular focus on a computer screen
- Bending, stooping, kneeling and lifting up to 15-45 pounds may also be required on occasion

WORKPLACE EXPECTATIONS:

- Maintaining regular and punctual attendance. In case of an absence site and/or district protocol for reporting absences is followed
- Maintaining appropriate confidentiality regarding information relating to students, staff, and district operations
- Dress in a professional and appropriate manner for the assignment and the work setting
- Exercising prudent judgment
- Work independently in the performance of routine duties

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- Follow all District policies and work procedures
- Utilize the District’s electronic systems and applications related to the position
- Participate in required meetings and trainings related to the position
- If employee is bilingual, interpretation, translating documents, and/or communicating orally in the second language may be requested
- Cultivate and model a respectful working and learning environment

Gresham-Barlow School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups in any education programs, activities or employment. Gresham-Barlow provides equal access to individuals with disabilities.

I hereby confirm my receipt and understanding of this job description and attest to my ability to perform the functions of the position as assigned. If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the district HR Department regarding the requested accommodation(s).

Employee Name (Print)

Employee Signature

Date