



GENERAL INFORMATION

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| <i>TITLE</i> | Instructional Coach |
| <i>DEPARTMENT</i> | Instructional Coaches |
| <i>LICENSURE</i> | Professional Educator License (PEL) or Educator License with Stipulations (ELS) |
| <i>ENDORSEMENT</i> | Preferable - Primary Reading Endorsement, Primary Technology Specialist, MS Reading, MS Mathematics, MS Technology Specialist, or MS Language Arts |
| <i>CLASSIFICATION</i> | Certified |
| <i>FLSA STATUS</i> | Non-exempt |
| <i>REPORTS TO</i> | Assistant Superintendent for Teaching and Learning |
| <i>SUPERVISORY RESPONSIBILITIES</i> | N/A |
| <i>PRIOR EXPERIENCE</i> | Four years of classroom teaching experience |
| <i>EVALUATION</i> | Evaluated by certified evaluators in either the Department for Teaching and Learning or building level administrators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures beginning in the year 2016, and other sources of data. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers who have attained tenure in District 109 shall be two school years unless job performance is deemed as “needs improvement” or “unsatisfactory.” |

JOB SUMMARY

Under general supervision, the employee:

- Develops capacity of individuals, teams, and whole staff to continuously improve
- Engages colleagues in individual, team, and school wide professional learning to address the learning needs of all students
- Models skillful and innovative instructional practices
- Develops own, individual, and team knowledge and skills to access, organize, and display team, grade level, department, and individual data
- Exhibits patience and perseverance to support colleagues through the change process
- Facilitates individual and team reflection on current practices compared to educator performance standards

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

- Passionate about closing achievement gaps and ensuring that teachers are coached to serve every child, regardless of background or circumstance.
- Mentors and challenges others to excel despite obstacles and challenging situations.
- Relentlessly pursues the improvement of classroom leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- Approaches work with a sense of possibility and views challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others
- Delivers high quality support under tight deadlines; successfully manages own projects through strong organization, detailed work plans, and balancing of multiple priorities.
- Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to staff needs in a high-quality and courteous manner.
- Facilitates teachers’ understanding and implementation of the curriculum standards and the DPS109 Teaching and Learning Curriculum Maps by developing and executing professional learning.

- Creates detailed coaching plans, which include focused goals and measures of success, to drive learning cycles.
- Supports teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing).
- Consistently analyzes teacher practice through ongoing classroom observations, data analysis, and examination of student work.
- Provides clear and direct feedback to teachers based on analysis of practice.
- Tracks student and teacher progress to assess the effectiveness of coaching.
- Develops teachers' capacity to collect and analyze multiple sources of data to improve student learning.
- Fosters collaboration and teacher leadership
- Attends professional development meetings and becomes actively involved in DPS109 trainings.

MENTAL DEMANDS

Knowledge

The employee must have foundational knowledge of district curricular standards and targets; State of Illinois learning standards; best practices in teaching; differentiated instruction; successful classroom management strategies; and other related curriculum objectives.

Ability

The employee shall plan, develop, implement, deliver, teach, and evaluate the district's curriculum and address identified deficiencies; engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; develop effective lesson plans; read a variety of materials; efficiently employ differentiated teaching methods; learn new methods of teaching through ongoing professional development; implement a student centered approach to discipline, problem-solving and conflict-resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

Education/Preparation

The employee shall possess the equivalent of a Master's Degree; completion of a teacher preparation program through an accredited university or college; successful completion of State proficiency exams; four years of successful classroom teaching experience; and possess/maintain appropriate licensure through the State of Illinois.

Reasoning

The employee must have the ability to solve practical problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials and classroom tools. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The employee shall possess personal computing skills with the following types of software including web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, classroom textbooks, teacher manuals, technology, and assistive technology. While performing the duties of this job, the employee works in a classroom setting with children, occasionally works in outdoor weather conditions, and is subject to noises associated with an educational environment.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

ADOPTED

- TBD