



KINGSWAY REGIONAL SCHOOL DISTRICT JOB DESCRIPTION

Inclusion Coach

(Adopted March 25, 2021)

Qualifications:

1. Bachelor's degree required
2. Holds a New Jersey Teaching Certificate
3. Successful experience with special education, researcher-based interventions, or special populations preferred
4. Minimum of three years teaching experience with demonstrated success as a classroom teacher
5. Strong content and instructional expertise
6. Ability to analyze data effectively
7. Demonstrated capacity to be self-directed, organized and collaborative

Reports To:

Chief Academic Officer and/or Special Education Supervisor

Job Goal:

To mentor and support teacher practice to allow all students, including special populations, increased access to learning and success in the general education setting

Performance Responsibilities

1. Work with educators and school leaders to support initiatives at the classroom, school and district level related to special populations and general education students who may need interventions or added instructional supports (i.e. students with disabilities, 504, ELL, gifted & talented, I&RS, etc.).
 - a. Identify resources and practices that are equitable and that facilitate increased access to learning in the general education setting, with a specific focus on meeting the individual needs of each learner.
 - b. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery, and allow students to demonstrate their individual competencies.
 - c. Model the use of research-based instructional and intervention strategies with educators to create high-achieving learning environments for all students.
 - d. Recognize educators across the organization who use effective strategies to enable high-impact teaching and learning.
2. Establish trusting and respectful coaching relationships that encourage educators to explore new methods for teaching and learning that focus on the unique needs of all learners.
 - a. Partner with classroom teachers for coaching sessions that include co-lesson planning, goal setting, and self-evaluation; this includes observing teachers and providing non-evaluative feedback.
 - b. Collaborate with educators to identify content and related strategies that are culturally relevant, developmentally appropriate and aligned to content standards.
 - c. Personalize support for educators by planning and modeling the effective use of accommodations, modifications, and other adaptations that are culturally relevant, developmentally appropriate and aligned to content standards.
3. Develop, design, and deliver professional learning related to supports for all learners based on needs assessments and frameworks for working with adults to support their cultural, social-emotional, and learning needs.
 - a. Build the capacity of educators and instructional teams by facilitating professional learning workshops, building virtual and asynchronous professional learning opportunities, and via classroom visitations with active learning and actionable feedback.
 - b. Evaluate the impact of professional learning and continually make improvements in order to meet the district-wide vision for inclusion and equity.
4. Support educators to interpret qualitative and quantitative data to inform their decisions to support individual student learning.
 - a. Help educators create effective assessments and rubrics that provide timely feedback, support differentiated instruction, and personalize learning for special populations and general education students who need additional learning supports.
 - b. Partner with educators to empower students to use data to set their own goals and to measure their own progress.



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5. Keep current with emerging trends in inclusion and innovations in pedagogy to support special populations and general education students who need additional learning supports.
 - a. Pursue ongoing professional development to deepen expertise and improve coaching practice.
 - b. Submit a monthly report and/or schedule to the Chief Academic Officer and/or Special Education Supervisor outlining the activities completed and the goals for the following month.
 6. Collaborate with all educators, school leaders, and families to support and enhance student outcomes.
 - a. Develop and present workshops/training for students and families to support instruction within the home environment
 7. Perform all other responsibilities and duties assigned by the Superintendent of Schools or his/her designee.

Employment conditions:

Contract year:	September 1 st to June 30 th
Job Family	Professional Staff
Pay Grade/Compensation Structure:	G10
Evaluation:	In accordance with Board policy



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