SECONDARY INSTRUCTIONAL COACH
JOB DESCRIPTION

JOB INFORMATION

TITLE: Secondary Instructional Coach

EMPLOYEE GROUP: Professional
ADDITIONAL JOB CODES: 319
SHIFT: Per Contract
TERM OF EMPLOYMENT: Per Contract
HOLIDAYS: As Per School Calendar
LOCATION(S): As Assigned
RATE OF COMPENSATION: Per Contract
FSLA: Exempt X Non-Exempt ____
Last Edited On: 10/30/2017
Board Approval Date: 11/20/2017

ORGANIZATION

DEPARTMENT: Professional

REPORTS TO: Secondary Principals and Director of Curriculum and Instruction

JOB SUMMARY & QUALIFICATIONS

This position provides teacher leadership and assistance through a professional learning and coaching model based on building, teacher, and student needs.

QUALIFICATIONS

The Secondary Instructional Coach preferably has a valid Pennsylvania certification in Secondary Education or Special Education. Secondary school classroom experience and a Master's degree is preferable as well.

SUMMARY

Promote teacher implementation of exemplary and research-based instructional practices to increase student learning and achievement through collaboration, inquiry and consultative feedback.

a. Monitor delivery of the curriculum across grade levels and among school programs.
b. Track student performance and expectations across grade levels.
c. Share planning and instructional models with other instructional coaches, building principals and Director of Curriculum and Instruction to facilitate opportunities for professional growth.
d. Work collaboratively with the building principal to facilitate a schedule that supports collaborative planning time.
e. Provide teachers with suggestions for classroom organizational and management strategies that support student learning.
f. Build school capacity by encouraging and supporting teacher leadership.
g. Assist and serve on leadership teams within the school/district.

ESSENTIAL FUNCTIONS

a. Provide support to classroom teachers using the coaching model / coaching cycle.
b. Conference with individual staff members, departments, and teams (grade levels, vertical or horizontal) about curriculum initiatives.
c. Facilitate curriculum development and revision as assigned by the Director of Curriculum and Instruction.
d. Recommend curriculum resource needs to the Director of Curriculum and Instruction.
e. Provide staff development to ensure teacher knowledge or academic standards, content, and curriculum.
f. Provide support, mentoring and assistance to classroom teachers.
g. Conduct demonstration lessons using exemplary practices.
h. Observe instruction and provide feedback as support for teachers.
i. Collaborate with teacher teams to set goals to improve instruction and to solve problems that limit student achievement.
j. Serve as a resource for identification of instructional strategies, materials, and interventions (Tier 1) to address diverse learning needs.
k. Provide staff development to ensure teacher knowledge of research-based teaching and intervention strategies.
l. Assist teachers, departments, and teams in the analysis and use of assessment data (benchmark tests, PSSA, exams and portfolios) to inform instruction.
m. Meet regularly with teams and principals to review student assessment data and assess progress toward grade-level goals.
n. Collaborate with classroom teachers to develop differentiated assignments that address student learning styles, abilities, and needs.
o. Provide staff development to ensure teacher knowledge of assessment and data resources.
p. Facilitate curriculum collaborative planning opportunities.
q. Support teachers' efforts to connect and sequence teaching strategies across lessons and units using the school-wide instructional planning model.
r. Support and provide professional development on the District and/or school goals.
s. Reflect with building principal and staff about the time allocated for daily activities and their impact upon student learning.
t. Participate in school-wide and district-wide data review meetings to develop action plans that address student and curriculum needs.
u. Collaborate with teachers, administrators and other personnel to identify professional development needs as evidenced by data.
v. Collaborate with teacher teams to set goals to improve instruction and to solve problems that hinder student achievement.
w. Communicate to the Director of Curriculum and Instruction district-wide professional development needs to improve planning.
x. Monitor consistent and pervasive delivery of the guaranteed and viable curriculum across grade levels and among school programs.
y. Track student performance and expectations across grade levels.
z. Share planning and instructional models with other instructional coaches, building principals, and Director of Curriculum and Instruction to facilitate opportunities for professional growth.

aa. Work collaboratively with the building principal to facilitate a schedule that supports collaborative planning time.
bb. Build school capacity by encouraging and supporting teacher leadership.
cc. Actively participate in monthly instructional coaches meetings with the Director of Curriculum and Instruction.
dd. Review curriculum alignment and prioritization based upon state standards, communicating curriculum concerns to the Director of Curriculum and Instruction.

MISCELLANEOUS RESPONSIBILITIES

a. Perform other duties as directed by the Principal and/or Administration.

WORK ENVIRONMENT

a. Schools, classrooms areas, offices, meeting areas and outdoor settings

ATTENDANCE

a. Regular attendance is required. Persistent absence, and/or leave without pay, is grounds for dismissal.

PHYSICAL DEMANDS

a. Frequent travel to school district buildings.
b. Frequent walking throughout various areas.
c. Often sitting at a desk for extended periods.
d. Standing for extended periods of time.
e. Moderate moving from 15 to 50 pounds.
f. Some carrying – up to 50 pounds.
g. Manual dexterity to use office equipment.
h. Repetitive movement of fingers and hands for keyboarding.

SENSORY ABILITIES

a. Visual acuity to read correspondence and a computer screen.
b. Auditory acuity to be able to use telephones.
c. Ability to speak clearly and distinctly.

TEMPERAMENT

a. Must be courteous and able to effectively manage students.
b. Must be able to interact well with various publics and individuals.
c. Must be able to work as a member of a team.
d. Must be cooperative, congenial and service-oriented, and promote these qualities in the classroom.
e. Must be able to appropriately handle confidential information.

COGNITIVE ABILITY

a. Ability to follow written and verbal directions and give direction to others.
b. Ability to create and delegate assignments.
c. Ability to complete assigned tasks with minimal supervision.
d. Ability to read, write and do complex computations.
e. Ability to use correct grammar sentence structure and spelling.
f. Ability to compose clear, concise sentences and paragraphs.
g. Ability to organize office setting to efficiently accomplish tasks.
h. Ability to work independently and make work-related decisions.

i. Ability to exercise good judgment in prioritizing tasks, and directing staff.
j. Ability to communicate effectively at all organizational levels.

SPECIFIC SKILLS

a. Ability to operate office equipment.
b. Must appropriately handle confidential information.
c. Ability to manage a classroom with varied changing, service demand.

LICENSE

a. Valid Driver's License

COMMENTS

a. The job duties may be performed in a manner other than stated. The job will require the performance of other duties related to the essential functions as assigned. The employer may change the descriptions as jobs are analyzed and modified.
b. The position holder must be able to accomplish the performance responsibilities with or without reasonable accommodation. It is the responsibility of the employee to inform their Supervisor of any and all reasonable accommodation requests.
c. The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

The Big Spring School District is an equal opportunity employer.