



Position Description

Secondary Instructional Coach

Salary Level: Based on Teacher Contract

Prepared Date: September 22, 2021

Contract/Benefits: Based on Teacher Contract

Prepared by: ED MST

Department or Area: Curriculum and Instruction

Approved By: ED HR

Reports To: TBD

Grant Funded: 2021-2024

Qualifications:

1. An appropriate valid and current Pennsylvania Instructional II Certificate.
2. Master's Degree with 5 years successful urban teaching experience preferred, but not required.
3. Extensive knowledge of best and emerging practices of effective instruction.
4. Extensive knowledge of content and methodology for teaching mathematics & ELA preferred, but not required.
5. Experience working with targeted subgroups (including but not limited to students with IEPs, ELs, historically marginalized populations) preferred, but not required.
6. Evidence of ability to deliver effective Tier I instruction
7. Experience using assessment results to plan effective instruction.
8. Knowledge of successful techniques for classroom organization & management.
9. Ability to share proven instructional approaches with teachers and administrators and interpersonal skills to provide suggestions and coaching.
10. Strong organizational skills, strategic planning skills and efficiency in meeting deadlines
11. Excellent communication skills.
12. Such alternatives to the above qualifications as the Board or Superintendent may determine.

Summary

The Instructional Coach will support teachers in the implementation of research-based instructional strategies. The Coach will work directly with teachers in schools to provide classroom demonstrations. He/she will provide collaborative and one-on-one instructional coaching and will facilitate teacher inquiry and related professional development. The Coach will work with administrators and teachers to align their work with district priorities. He/she will lead data sessions that look at both formative and summative assessment results and suggest and monitor intervention strategies for students. The Coach will focus on enhancing teachers' abilities to provide instruction that builds students' engagement and ownership of their learning. In addition, as a member of a professional coaching community, the Instructional Coach will participate in professional development and inquiry into his or her own practice.

Essential Duties and Responsibilities

1. Model research-based instructional approaches and collaborate with the teacher to determine those approaches that best meet all the students' needs (including but not limited to students with IEPs, ELs, historically marginalized populations)
2. Observe the teacher as he/she implements changes in instructional approaches and provide ongoing feedback to the teacher.

3. Provide ongoing professional development to teachers.
4. Assist with systemic design and implementation of improvement to Tier I instruction
5. Provide support to teachers through collaborative analysis of student work as well as formal and informal assessments.
6. Assist teachers with integrating appropriate strategies/manipulatives/technology into their content instruction.
7. Collaborate at the building and district level with curriculum writing and resource adoption.
8. Set goals with teachers to guide work, target root causes and monitor progress towards goals.
9. Maintain a focus on equity and inclusion by recognizing and interrupting inequitable outcomes; examining structural barriers and biases; and cultivating inclusion.
10. Build strong connections and trusting relationships with faculty, staff & administration.
11. Support the administrator and leadership team in the creation of the school's school improvement plan with specific, measurable and attainable benchmarks for teacher and student performance.
12. Collaborate, plan and communicate with the principal & SOIs on a regular basis.
13. Participate fully in professional development for coaches.
14. Performs other duties as assigned by the immediate supervisor.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of staff above own interests and recognition; Able to build group commitment to goals and objectives.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes tasks and reports correctly and on time; Supports district/school's goals and values; Develops strategies to achieve district goals; Understands district's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives; Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates

accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time; Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

Physical Demands

The physical demands described here are representative of those that must be met by a person to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the person is regularly required to talk or hear. The person is frequently required to walk, climb stairs, bend, and lift. The person is required to use hands to fingers or handle documents, telephone, etc. The person is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the teacher evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____ Date: _____
Individual serving in this position