



## *Position Description*

### **Instructional Coach**

Salary Level: Based on Teacher Contract

Prepared Date: April 23,2024

Contract/Benefits: Based on Teacher Contract

Prepared by: Executive Director of  
Learning and Teaching

Department or Area: Learning and Teaching

Approved By: Executive Director of  
Human Resources

Reports to: Dual Language Academy Principal

### **Position Summary:**

The Instructional Coach at the Dual Language Academy plays a vital role in facilitating the implementation and success of the dual language program. This position requires a dynamic individual who is passionate about bilingual education and possesses strong leadership and coaching skills. The Dual Language Coach will collaborate closely with teachers, administrators, and families to ensure the delivery of high-quality instruction that promotes bilingualism, biliteracy, and cultural competence.

### **Qualifications:**

- Bachelor's degree in Education, Bilingual Education, or related field; Master's degree preferred.
- Valid teaching certification with experience in bilingual education or English as a Second Language (ESL) instruction
- Demonstrated fluency in English and Spanish (or other language).
- Minimum of three years of successful teaching experience, preferably in a dual language or bilingual setting.
- Experience in instructional coaching, mentoring, or leadership roles preferred.
- Strong understanding of language acquisition theory, culturally responsive teaching practices, and differentiated instruction.
- Excellent communication, interpersonal, and collaboration skills.
- Ability to analyze data and utilize technology for instructional purposes.
- Commitment to equity, diversity, and inclusion in education.
- Flexible, adaptable, and able to work effectively in a fast-paced environment.

## Essential Duties and Responsibilities:

1. Provide instructional coaching and support to dual language teachers in implementing effective instructional strategies that align with program goals and objectives.
2. Collaborate with school administrators and instructional leaders to develop, implement, and monitor dual language curriculum, assessments, and instructional materials.
3. Conduct regular classroom visits and provide feedback to teachers on instructional practices, language development, and differentiation strategies.
4. Plan and facilitate professional development workshops, seminars, and training sessions for dual language teachers and staff.
5. Collaborate with community organizations, parents, and stakeholders to promote understanding and support for dual language education.
6. Assist in the development and implementation of family engagement initiatives to support the academic success of dual language learners.
7. Stay current with research and best practices in bilingual education and language acquisition to inform instructional decision-making and program development.
8. Analyze data, including student achievement data, to monitor progress and make data-driven decisions to improve program effectiveness.
9. Serve as a resource and advocate for dual language learners and their families within the school community.
10. Performs other tasks as related to the specific priorities and goals of the district.

## Competencies:

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

### Interpersonal Skills

Meets commitments made to employees; Focuses on resolving conflict; 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; Contributes to building positive morale; Puts success of team above own interests and recognition.

### Leadership Skills

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results; Exhibits confidence in self and others; Accepts feedback from others; Gives appropriate recognition to others; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Observes safety and security procedures when appropriate; Identifies and resolves

problems in a timely manner; Gathers and analyzes facts in problem-solving; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

## 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.

## 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; 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; Monitors own work to ensure quality; Takes responsibility for own actions; 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.

## Physical Demands:

The physical demands described here are representative of those that must be met by an employee 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 intervention specialist is regularly required to talk or hear. Specifically, the intervention specialist must be capable of hearing forty (40) decibel loss maximum. Specific vision requirements include seeing with acuity of twenty (20) inches or less and far acuity of at least twenty (20) feet with normal depth perception, field of vision and accommodation. The intervention specialist is required to use hands to fingers or handle documents, telephone, etc. The employee is required to stand and walk for sustained periods of time throughout the district and climb stairs. The employee must be capable of receiving oral communication and/or conveying details and/or important instructions to employees accurately and quickly, using good judgment.

## Evaluation:

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

Reviewed and read by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Individual serving in this position*

