

TITLE:

Instructional Coach - Technology

FLSA Status: Exempt

REPORTS TO: Building Administrator

BASIC FUNCTION:

An instructional coach supports teachers by modeling effective teaching strategies, providing feedback, and facilitating professional development. They help analyze student data to improve instruction and ensure curriculum is implemented effectively. Coaches also foster collaboration among teachers through PLCs and serve as a partner in professional growth.

TERMS OF EMPLOYMENT: Contract

ESSENTIAL FUNCTIONS:

Instructional Coach/Literacy Coach/Math Coach

1. Work with individual teachers, building leadership teams, model teachers, district curriculum and professional development leaders, building and district administration and AEA to determine the school's strengths and needs for improvement in the area of instruction
2. Develop and maintain learning-focused collegial relationships that offer support, create challenges and facilitate a professional vision for all individuals developing and improving upon the art of teaching.
3. Facilitate individual teacher collaboration for instructional improvement
4. Visit classrooms, observe instruction, model effective instruction and provide formative feedback for teachers continuously improving their craft.
5. Assist teachers with planning, sequencing, and scaffolding of instruction
6. Study research-based instructional strategies and continually explore and share instructional methodologies appropriate for school and share with staff
7. Participate in team reviews concerning academic progress of at-risk students not responding to interventions.
8. Serve as a role model and coach for teachers to the profession and advise them in areas related to instruction, curriculum, procedure, practices and politics.
9. Engage teachers in conversations around student work and assist them with analyzing and utilizing this data to strengthen instruction
10. Provide visionary leadership, model continual improvement, demonstrate life-long learning and use that information to help all students achieve
11. Work with and train classroom teachers to provide intervention aligned by subject area

12. Provide follow-up coaching to assist classroom teachers in the use of strategies, especially reading or math/learning strategies in their classroom.
13. Support instruction and learning through the use of technology
14. Attend and help plan and/or deliver all professional development activities designed to improve instructional strategies
15. Other duties as assigned

Technology Integration Coach

1. Work closely with classroom teachers in the development of lesson plans that encompass the use of technology
2. Coordinate activities surrounding the professional technological development of administrative staff members and faculty
3. Provide direct support to teachers through personal campus visitation, observation, coaching and mentoring
4. Serve as a central liaison between faculty, administrative staff and the technology team
5. Facilitate effective use of learning time by providing professional development related to maximizing increased instructional technology time focused on student academic needs, providing professional development that ensures student engagement when providing differentiated re-teaching and focused interventions utilizing instructional technology and integrating curriculum areas to strengthen key concepts across all subject areas using technology
6. Provide professional development and ongoing support with a focus on strategies and activities on improving daily instruction
7. Coordinate approved and authorized curriculum and instructional initiatives as required
8. Review data and plan action strategies that utilize scientifically-based research on reading and mathematics strategies that address both current and future instructional needs
9. Participate in cooperative long-range planning to make the most effective use of resources
10. Review materials/programs/services and implementation strategies and provide reports as required relative to areas needing improvement and/or modification
11. Collaborate with teachers to support their use of technology in delivery of curricular through a variety of instructional methods and, in partnership with the technology team and the teacher, work toward integrating the use of hardware, software and internet resources in support of student learning and assisting teachers in meeting state and national standards for subject-area and technology learning objectives
12. Create learning resources for teachers, staff and students that may include websites, tutorials, interactive programs and databases that support teachers in integrating technology
13. Consult on technology budget for computer resources, including hardware, software, learning resources and training needs
14. Identify trends in software, curriculum, and teaching strategies in all content areas
15. Assess technology skill levels of students, teachers and staff

HIRING SPECIFICATIONS:

Required:

- A. Bachelor's Degree
- B. Iowa Teaching License
- C. Appropriate Endorsement for Teaching Assignment(s)
- D. Such alternative to the above qualifications as the Board may find appropriate and acceptable.

Evaluation:

Performance of this job will be evaluated using the Iowa Teaching Standards:

- Standard 1:** Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals
- A. The teacher provides multiple forms of evidence of student learning and growth to students, families and staff.
 - B. The teacher implements strategies supporting student, building and district goals.
 - C. The teacher uses student performance data as a guide for decision-making.
 - D. The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - E. The teacher creates an environment of mutual respect, rapport and fairness
 - F. The teacher participates in and contributes to a school culture that focuses on improved student learning.
 - G. The teacher communicates with students, families, colleagues and communities effectively and accurately.

- Standard 2:** Demonstrates competence in content knowledge appropriate to the teaching position

- A. The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- B. The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- C. The teacher relates ideas and information within and across content areas.
- D. The teacher understands and uses instructional strategies that are appropriate to the content area.

- Standard 3:** Demonstrates competence in planning and preparing for instruction
- A. The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.
 - B. The teacher sets and communicates high expectations for social, behavioral and academic success of all students.
 - C. The teacher uses student's developmental needs, background, and interests in planning for instruction.

- D. The teacher selects strategies to engage all students in learning.
- E. The teacher uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students

- A. The teacher aligns classroom instruction with local standards and district curriculum.
- B. The teacher uses research-based instructional strategies that address the full range of cognitive levels.
- C. The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- D. The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- E. The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.
- F. The teacher uses available resources, including technologies, in the delivery of instruction.

Standard 5: Uses a variety of methods to monitor student learning

- A. The teacher aligns classroom assessment with instruction.
- B. The teacher communicates assessment criteria and standards to all students and parents.
- C. The teacher understands and uses the results of multiple assessments to guide planning and instruction.
- D. The teacher guides students in goal setting and assessing their own learning.
- E. The teacher provides substantive, timely, and constructive feedback to students and parents.
- F. The teacher works with other staff and building and district leadership in analysis of student progress.

Standard 6: Demonstrates competence in classroom management

- A. The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- B. The teacher establishes, communicates, models, and maintains standards of responsible student behavior.
- C. The teacher develops and implements classroom procedures and routines that support high expectations for student learning.
- D. The teacher uses instructional time effectively to maximize student achievement.
- E. The teacher creates a safe and purposeful learning environment.

Standard 7: Engages in professional growth

- A. The teacher habits and skills of continuous inquiry and learning.

- B. The teacher works collaboratively to improve professional practice and student learning.
- C. The teacher applies research, knowledge, and skills from professional development.
- D. The teacher establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

Standard 8: Fulfills professional responsibilities established by the school district

- A. The teacher adheres to board policies, district procedures and contractual obligations.
- B. The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.
- C. The teacher contributes to efforts to achieve district and building goals.
- D. The teacher demonstrates an understanding of and respect for all learners and staff.
- E. The teacher collaborates with students, families, colleagues and communities to enhance student learning.

PHYSICAL DEMANDS:

Postures/Positions	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
Sitting			X	
Standing				X
Walking			X	
Bending/Stooping				X
Squatting/Crouching				X
Kneeling				X
Crawling		X		
Climbing Stairs			X	
Reaching Forward				X
Reaching Above Shoulders			X	
Grasping (holding)				X
Gripping (forceful)			X	
Pinching		X		

Lift Floor to Knees	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
1-10 pounds			X	
11-20 pounds			X	
21-50 pounds		X		
51-100 pounds	X			
> 100 pounds	X			

Lift Knees to Waist	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
1-10 pounds		X		
11-20 pounds		X		
21-50 pounds		X		
51-100 pounds	X			
> 100 pounds	X			

Lift Waist to Shoulder	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
1-10 pounds		X		
11-20 pounds		X		
21-50 pounds		X		
51-100 pounds	X			
> 100 pounds	X			

Lift Above Shoulder	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
1-10 pounds			X	
11-20 pounds			X	
21-50 pounds		X		
51-100 pounds	X			

> 100 pounds	X			
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Pushing/Pulling (lbs force)	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
1-10 pounds		X		
11-20 pounds		X		
21-50 pounds		X		
51-100 pounds	X			
> 100 pounds	X			

Working Environment	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
Indoors				X
Outdoors			X	
Extreme Heat		X		
Extreme Cold		X		
Dust		X		
Fumes		X		
Vapors		X		
Noise				X

Legend for Frequency:

- **Constant:** 6-8 hours per day
- **Frequent:** 4-6 hours per day
- **Occasional:** 2-4 hours per day
- **Rare:** Less than 2 hours per day

The Bettendorf Community School District does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity, disability, marital status or socioeconomic status. The district is an affirmative action/equal employment opportunity employer

Disclaimer

The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.