CASE excellence through collaboration
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JOB DESCRIPTION

Title: Instructional Coach	Department/Program: CASE Services
Reports to: Assistant Director/ Administrator of Student Services	Supervisory Responsibilities: No
Classification: Licensed PEL	Work Year: 10 Month
Bargaining-Unit Status: CEA	FLSA Status: Exempt
Required Qualifications/Licensure: Education: Bachelor's Degree Licensure: PEL Endorsement(s): N/A Certification(s): N/A Required experience: 5 Years Educator Experience	Preferred Qualifications: Advanced Degree: MA+ Specialized Training: Instructional Coaching Coaching or Leadership Experience: 2 years+ Experience in Special Education Cooperative Settings a plus

Position Purpose

The Instructional Coach builds the capacity of licensed and nonlicensed staff to provide high-quality, evidence-based instruction and support for students with diverse academic, functional, behavioral, social-emotional, communication, and physical needs.

Through collaborative coaching cycles, professional learning, modeling, co-planning, co-teaching, observation, reflective feedback, and problem-solving, the Instructional Coach supports continuous improvement in staff practice and student outcomes. The Instructional Coach works collaboratively with CASE administrators, member-district personnel, teachers, related-service providers, paraprofessionals, families, and other educational partners.

Role of the Instructional Coach

This is a collaborative, non-supervisory position. The Instructional Coach does not conduct formal employee evaluations or make disciplinary recommendations. Coaching is intended to be supportive, reflective, and focused on building staff capacity.

The Instructional Coach maintains appropriate confidentiality regarding coaching conversations and observations, except when disclosure is required by law, Board policy, student or staff safety considerations, or the employee's professional responsibilities.

Essential Functions and Responsibilities

Instructional Coaching and Staff Capacity Building

- Establishes trusting, respectful, and collaborative relationships with licensed and nonlicensed staff.
- Conducts coaching cycles that include collaborative goal setting, co-planning, modeling, co-teaching, observation, feedback, reflection, and follow-up.
- Meets individually and in small groups with staff to identify instructional needs, professional goals, and the type of coaching support desired.

- Models and demonstrates evidence-based instructional, behavioral, classroom-management, and student-engagement strategies.
- Provides timely, specific, and non-evaluative feedback that encourages reflection and professional growth.
- Supports staff in transferring newly learned practices into daily classroom instruction.
- Facilitates peer observations and other opportunities for staff to observe effective instructional and behavioral practices.
- Uses adult-learning theory and effective professional-development models to differentiate support based on staff knowledge, experience, and professional needs.
- Provides leadership that builds the individual and collective capacity of staff to improve student learning and participation.

Instructional Programming and Specially Designed Instruction

- Assists staff in establishing positive, accessible, structured, and varied learning environments that promote student engagement, independence, appropriate behavior, and academic growth.
- Supports staff in designing instructional programs that address identified academic, functional, behavioral, communication, executive-functioning, and social-emotional needs.
- Assists staff in implementing specially designed instruction aligned with students' individualized goals, objectives, accommodations, modifications, and program goals.
- Supports differentiated instruction and the use of evidence-based practices for students with diverse learning needs, including students with significant disabilities.
- Assists staff in selecting and implementing appropriate curricula, instructional materials, assistive and instructional technology, interventions, and assessments.
- Demonstrates knowledge of instructional and assistive technology and supports staff in selecting and implementing tools that increase student access, engagement, communication, organization, and independence.
- Supports staff in implementing evidence-based strategies that strengthen students' executive-functioning skills, including organization, planning, time management, task initiation, sustained attention, self-monitoring, study skills, and self-advocacy.
- Supports the integration of related-service recommendations and therapeutic strategies into classroom instruction and routines.
- Supports teachers in effectively planning for and directing the work of paraprofessionals to increase student access, participation, and independence.
- Demonstrates knowledge of applicable academic and social-emotional learning standards and assists staff in aligning instruction with appropriate standards and student needs.
- Promotes access to instruction in the least restrictive environment appropriate to each student's individualized needs.

Direct Student Support

- Provides direct, short-term instructional support to individual students, small groups, or classrooms for the purposes of modeling effective practices, assessing student response to instruction, and supporting implementation of student or program goals.
- Uses direct student support to strengthen staff capacity and inform instructional problem-solving rather than to provide routine coverage or assume an ongoing student caseload.
- Maintains appropriate supervision and safeguards the safety and welfare of students receiving direct support.

Behavioral and Social-Emotional Supports

- Assists staff with classroom management, positive behavioral supports, data collection, crisis prevention, and the development of supportive learning environments.
- Supports staff in identifying the relationship among student behavior, communication, environment, instruction, and unmet needs.
- Assists educational teams in developing, implementing, monitoring, and revising proactive behavior-support strategies.
- Conducts or supports the development of functional behavioral assessments, behavior intervention plans, crisis-prevention plans, and programmatic recommendations, consistent with the Instructional Coach's qualifications, assignment, and applicable requirements.
- Assists teams in developing crisis-intervention and prevention plans that demonstrate regard for the care, dignity, welfare, safety, and security of students and staff.
- Demonstrates knowledge of applicable laws, regulations, policies, and procedures governing restraint, time out, isolated time out, and other behavioral interventions.
- Provides coaching and technical assistance to promote lawful, safe, trauma-responsive, and least-restrictive behavioral practices.
- Supports staff in recognizing behavioral escalation, implementing preventive strategies, and responding safely and appropriately when student behavior presents a risk of harm.

Assessment, Data Analysis, and Progress Monitoring

- Collaborates with educational teams to identify student needs, establish measurable goals, and select appropriate instructional and behavioral strategies.
- Assists staff in selecting, developing, and implementing appropriate assessment and progress-monitoring practices.
- Supports staff in collecting, organizing, analyzing, and interpreting academic, functional, behavioral, executive-functioning, and program-implementation data.
- Helps teams use multiple sources of data to evaluate student progress, determine the effectiveness of interventions, and make timely instructional or programmatic adjustments.
- Assists staff in monitoring progress toward IEP goals and objectives and using the results to inform instructional decisions.
- Supports data-informed recommendations regarding the continuation, modification, intensification, or fading of instructional and behavioral supports.
- Assists teams in evaluating whether services and supports are being provided effectively and in the least restrictive environment appropriate to the student.

Professional Learning

- Designs, coordinates, and facilitates professional learning for teachers, related-service personnel, paraprofessionals, administrators, and other staff.
- Provides technical assistance, training, coaching, and follow-up support in instructional practices, behavior management, executive functioning, curriculum implementation, assessment, assistive technology, classroom organization, and other identified areas.
- Develops professional-learning plans aligned with the CASE mission, vision, strategic priorities, program goals, and current research.
- Identifies and recommends appropriate internal and external professional-learning resources.
- Facilitates professional discussions, collaborative learning teams, study groups, and other job-embedded learning opportunities.
- Evaluates the effectiveness of professional learning and coaching through feedback, implementation data, and evidence of changes in professional practice and student outcomes.

- Maintains current knowledge of research, evidence-based practices, instructional methodologies, behavioral practices, adult-learning theory, assistive technology, and relevant educational initiatives.

Collaboration, Family Partnership, and Program Improvement

- Collaborates with CASE administrators, member-district administrators, teachers, related-service providers, paraprofessionals, families, and community partners to promote positive outcomes for students.
- Participates in educational and interdisciplinary team meetings, as appropriate, to support instructional and behavioral planning.
- Serves as an instructional resource to families, when appropriate and in collaboration with the student's educational team, by explaining strategies and resources that support consistency between school and home.
- Supports consistent implementation of CASE curricula, instructional frameworks, program expectations, and organizational initiatives.
- Assists administrators and program teams in identifying strengths, needs, resources, and opportunities for program improvement.
- Contributes instructional and behavioral expertise to cooperative and member-district initiatives while respecting the roles and decision-making authority of administrators and educational teams.
- Facilitates collaborative problem-solving and consensus-building among individuals with differing perspectives and professional responsibilities.
- Promotes high expectations and equitable educational opportunities for all students.
- Demonstrates initiative, innovation, flexibility, creativity, sound judgment, and a student-centered approach to organizational and instructional improvement.

Communication, Documentation, and Professional Responsibilities

- Maintains timely, professional, and effective oral and written communication with CASE personnel, member-district staff, families, and other stakeholders.
- Completes and maintains accurate records of coaching activities, direct student support, professional learning, consultation, follow-up activities, and other required documentation in a timely manner.
- Maintains coaching documentation records.
- Protects the confidentiality of student, family, personnel, and coaching information in accordance with applicable laws, regulations, policies, and professional standards.
- Maintains cooperative and positive working relationships with students, families, CASE staff, member-district personnel, and community agencies.
- Serves as a positive professional role model by demonstrating ethical conduct and high expectations for self, students, and staff.
- Demonstrates proficiency with technology used for communication, instruction, data management, professional learning, and documentation.
- Organizes and prioritizes responsibilities, manages time effectively, works independently, and follows through on commitments.
- Participates in meetings, committees, professional learning, and cooperative initiatives related to the responsibilities of the position.
- Pursues ongoing professional growth through reading, coursework, workshops, conferences, professional organizations, collaboration, and other relevant learning opportunities.
- Complies with applicable federal and state laws and regulations, professional standards, CASE Board policies and administrative procedures, member-district requirements, and applicable collective bargaining agreements.

- Travels to CASE programs and member-district locations for coaching, observations, consultation, meetings, professional learning, and follow-up support.
- Performs other duties consistent with the qualifications, responsibilities, and essential purpose of the position, as assigned by the Executive Director or designee.

Required Qualifications

- Bachelor's degree from a regionally accredited institution.
- Valid Illinois Professional Educator License or other credential that specifically authorizes service in the assigned Illinois public-school setting.
- At least five years of successful educator experience.
- Successful experience working with students with disabilities and collaborating with educational teams.
- Knowledge of evidence-based instruction, behavior support, assessment, progress monitoring, and adult learning.
- Effective written and verbal communication skills.
- Ability to use computers, electronic communication systems, instructional technology, and data-management tools required for the position.
- Ability to travel among CASE programs and member-district sites.

Preferred Qualifications

- Master's degree in special education, curriculum and instruction, behavior analysis, educational leadership, or a related field.
- At least two years of instructional coaching or educational leadership experience.
- Experience providing instructional coaching, professional development, or job-embedded staff support.
- Experience supporting students with significant academic, behavioral, communication, or executive-functioning needs.
- Training or demonstrated experience in assistive technology.
- Experience working in a special education cooperative or multi-district setting.

Supervisory Responsibilities

This position has no employee supervisory responsibilities. The employee is responsible for the appropriate supervision and safety of students receiving direct support.

Skills, Physical Demands, and Work Environment

To perform this job successfully, an individual must be able to perform the essential functions satisfactorily, with or without reasonable accommodation.

Skills and Abilities

The employee must be able to:

- Establish and maintain effective working relationships with students, families, staff, administrators, and community partners.
- Communicate clearly and professionally in oral, written, and electronic formats.
- Facilitate adult learning, collaborative problem-solving, reflective practice, and organizational change.
- Collect, analyze, interpret, and communicate student and program data.
- Exercise professional judgment, maintain confidentiality, manage competing priorities, and meet required deadlines.

- Use technology and electronic systems necessary for communication, coaching, instruction, documentation, and data analysis.
- Perform responsibilities in accordance with CASE and member-district policies, procedures, and applicable legal requirements.

Physical Demands

While performing the essential functions of this position, the employee is regularly required to communicate, remain stationary for periods of time, move throughout educational environments, operate a computer and other instructional technology, and handle instructional materials. The employee may occasionally be required to lift, carry, push, pull, bend, kneel, or position materials and equipment consistent with the needs of the assignment.

Work Environment

Work is performed in CASE programs, member-district schools, classrooms, offices, meeting spaces, and other educational environments. The employee may encounter varying noise and activity levels and may work with students who have significant academic, behavioral, communication, sensory, or physical needs. Travel among assigned locations is required. Outdoor activities or occasional responsibilities beyond the regular workday may be required when associated with the position's assigned duties.

Reasonable accommodations may be provided to enable qualified individuals with disabilities to perform the essential functions of the position.

Employee Performance Evaluation

Job performance will be evaluated by the Assistant Director, Administrator of Student Services, or other qualified evaluator designated by CASE, in accordance with applicable Illinois law, CASE Board policy, administrative procedures, and the collective bargaining agreement. The evaluation schedule should be confirmed against the current agreement and any applicable tenure-equivalent provisions.

Disclosures/Disclaimers

This job description describes the general purpose and principal responsibilities of the position and is not intended to contain an exhaustive list of every responsibility, task, or skill required. Responsibilities may be modified when consistent with the essential purpose of the position, applicable law, CASE Board action, and any applicable collective bargaining agreement.

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

Cooperative Association for Special Education (CASE) is an Equal Opportunity Employer. It is the policy and practice of CASE to decide all matters relating to employment solely on the basis of the applicant’s ability to perform the essential functions of the position. CASE ensures equal employment opportunities regardless of race, creed, sex, color, national origin, religion, age, or handicap. CASE has a policy of active recruitment of qualified minority teachers and non-certificated employees. Any individual needing assistance in making an application for this opening should contact the office of the Executive Director.

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