FY 22 JOB DESCRIPTION

Department: Department of Youth Services Education Initiative
Title: Instructional Coach
FLSA Status: Exempt
Reports to: Associate Director of DYS Professional Development
Salary: Union Scale

Purpose:
The purpose of the Instructional Coach position is to support the professional growth, mentoring, induction, and development of DYS educational staff through in-person, blended, and remote individual and group professional development and coaching activities that result in improved educator practice and student outcomes. In addition, the Instructional Coach will support educators in personalizing learning for youth across different concentrations (i.e., high school, GED/HiSet, post-secondary, online learning, career exploration, etc.).

Essential Functions:

1. In-person Job-Embedded Instructional Coaching Support
   • Conduct teacher observations, debrief classroom observations, and provide educators with consistent, timely, evidence-based, and constructive feedback
   • Communicate and demonstrate research-based instructional practices that result in increased student performance outcomes
   • Model exemplary instructional planning and practice by co-creating and co-delivering explicit instruction in assigned content with selected teacher(s) during residency
   • Guide and support teachers in the implementation of effective strategies for curriculum planning, instructional delivery, and assessment evidence
   • Facilitate teacher growth in co-planning/co-teaching, including modeling effective approaches in co-planning and co-teaching using approved instructional planning processes (planning unit templates)
   • Model effective planning, instruction, and assessment practices
   • Support teachers with classroom management, social-emotional learning, youth development, and culturally responsive practices
   • Support teachers around effective curriculum integration (e.g., blended learning, STEM/STEAM, instructional guides, textbooks, instructional technologies, etc.)
   • Support teaching teams around effective implementation of Learning Teams, Education Team Meetings, and Content-Based Learning Teams)
   • Support teachers around personalizing learning for youth (e.g., conferencing with students, creating rubrics, evidence-based grading practices, G-Suite, blended learning, using a variety of data to evidence student learning, intake processes, education orientation processes, etc.)
   • Help teachers make explicit connections and apply their learning from professional development workshops, webinars, conferences, and other learning opportunities in their classrooms
   • Support educators in developing SMART goals for their educator plans

2. Statewide, Regional, and Program-Based Professional Development
   • Plan and facilitate the ongoing professional development of teachers as determined by supervisors using a range of mostly in-person methodologies (i.e., large groups, small groups, one-to-one, personalization, blended learning, etc.)
   • Provide professional development, induction, and mentoring to educators that support teachers in their mastery of content knowledge, skills, and pedagogy
   • Support the ongoing growth and development of new teachers through new teacher induction activities, group and individual professional development, and mentoring
• Plan and deliver effective, evidence-based professional development for educators using literacy and numeracy strategies that support STEM/STEAM, design thinking, and problem-solving
• Support teachers around understanding equity issues related to personal, social, and cultural identities, and in using the UDL framework to support all learners, including English-Learners and students with disabilities

3. Communication, Collaboration, and Leadership
• Collaborate effectively with other Instructional Coaches across multiple agencies (e.g., SEIS)
• Communicate effectively and establish positive relationships with supervising coordinators, teaching coordinators, teachers, other faculty, and program-based staff
• Contribute to consistent coach professional development and communication (i.e., coaches meetings, scheduled training and workshop opportunities, PLCs, etc.)
• Support teaching teams in the preparation for EQA visits as well as in implementing EQA Improvement Plans
• Communicate shared coaching priorities and action steps with your supervisor and supervising coordinators, (i.e., coach-coordinator meetings)

4. Management and Accountability
• Fulfill instructional coaching requests as made by supervising coordinators, teaching coordinators, and teachers using shared prototypes and systems directed by your supervisor
• Document the coach-teacher interactions, aligned action steps and follow-up, and reflect on the effectiveness of coaching through approved methods (i.e., online tools, written reports, Slides, etc.)
• Manage coaching caseloads

5. Professionalism
• Support the educational philosophy and vision of the DYS Education Initiative
• Respond to assigned tasks, responsibilities, and change professionally and proactively, and problem solve challenges
• Comply with all policies and procedures of the host agency
• Coaching occurs in a variety of DYS classroom settings and requires that the coach maintains a professional demeanor at all times.
• Coaches will maintain a professional appearance at all times, and will wear DYS identification badges while in DYS programs
• Commitment to social justice, including promoting our workforce to become more diverse, understanding of equity issues, and proficient in working with diverse populations
• Strong commitment to continuous learning, innovation, and improvement to practice

Other Duties and Responsibilities:
• Provide short term substitute responsibilities during residencies as they may occur
• Other duties as assigned by the Executive Director or designee

Required Qualifications:
• Bachelor’s degree
• Current secondary level (8-12) Massachusetts license in at least one core content area (ELA, Math, Science, Social Studies) and desire to continue career improvement. Other secondary level (8-12) licenses will be considered
• Experience in research-based instructional practices and demonstrated excellence in teaching
• Proficiency in current educational and professional technologies (e.g., MS Office, G-Suites, etc.)
• Minimum of three years of successful teaching experience with above average evaluations
• Outstanding verbal and written communication and interpersonal skills
• Have a valid Massachusetts driver’s license and reliable transportation

Preferred Qualifications:
• Master’s degree in education or related field
• Experience in juvenile justice education
• Preferred experience in instructional coaching, curriculum and instruction, and professional development

Physical Demands:
• Coaches must also be able to lift and transport boxes of resource materials (not exceeding 40 pounds).
• Work is subject to interruption and redirection, and priorities may change during the course of a day due to programming needs.
Education is primarily conducted in an indoor classroom setting, with occasional programming outdoors, in a gymnasium, greenhouse, or on field trips.

Must be able to enter, exit, and move through and between classrooms and program locations throughout the day. At some locations this will mean moving between floors.

Must be able to communicate and converse effectively in real time with youth and adults from multiple backgrounds and cultures.

Must maintain situational awareness, including awareness of student activity and communication in fast-paced secure residential treatment settings.

Requires the ability to effectively handle job stress in the performance of duties.

Working Conditions:

- This position includes extensive travel with mileage reimbursement
- Work is subject to interruption and redirection, and priorities may change during the course of a day due to programming needs. Frequent task-switching is required.
- Limited evening hours are required for family events, and cross-state travel may be required occasionally.
- May be subject to locked settings where the threat of verbal abuse and physical violence exists. Possible exposure to communicable diseases.
- Employees expected to follow CES Workplace Safety Standards and DYS Workplace Safety Standards and required COVID-19 prevention and mitigation protocols. Expectations require wearing a mask, using gloves when cleaning, attention to social distancing guidelines, and complying with hygiene standards.

Terms of Employment:

- 185/187 days plus 3 additional contract days, Monday through Friday – CES/DYS School calendar.
- 8 hours per day with benefits according to CES Personnel Policies with limited evening hours
- Instructional Coaches are part of a bargaining unit represented by SEIU 509.
- Position is eligible for employer subsidized health, dental, life and LTD insurances, as well as other benefits described in the CES employee handbook.

CES is an equal opportunity employer and is particularly interested in candidates from a diverse range of cultural, ethnic, and racial backgrounds. We are especially interested in candidates whose backgrounds are well-suited to understanding and addressing the needs of the diverse student population we serve.