



**CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN**  
**PERSONNEL & TALENT DEVELOPMENT**

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## **Instructional Coach, 6-12**

### **POSITION SPECIFICATIONS**

#### **REPORTS TO**

Principal at Assigned School

#### **PRIMARY FUNCTION**

- Identifies, designs and facilitates professional development for building staff based on observation and data.
- Active participant in district professional learning.
- Serves as building TEAM mentor.
- Teaches, co-teaches and models lessons in classrooms.

#### **QUALIFICATION PROFILE**

##### **CERTIFICATION / LICENSE**

- Current Connecticut teacher certification for Grades 6-12. Specific endorsement may vary depending upon grade level of the position.
- Technology certifications preferred (Google Certified Educator, ISTE certification, or similar).
- Motor vehicle license or ability to provide own transportation.

##### **EDUCATION**

- Bachelor's degree from a regionally accredited college or university.
- Master's degree in an education-related field from a regionally accredited college or university.

##### **EXPERIENCE**

- A minimum of five years of successful classroom teaching experience required.
- Experience mentoring, assisting and supporting teachers.
- Experience organizing and providing professional development.

#### **SKILLS, KNOWLEDGE & ABILITIES**

- In-depth command of effective, research-based curriculum and assessment practices.
- Knowledgeable in curriculum development and design.
- Knowledgeable of data teaming and coaching protocols and procedures.
- In-depth knowledge of systems thinking.
- Ability to encourage and support technology integration at high levels.
- Knowledge of effective, developmentally appropriate instructional delivery techniques and research-based best practices with the ability to guide and develop staff in these areas.
- Ability to establish and maintain professional relationships with school colleagues, administrators, teachers and students.
- Ability to present professional development to and/or facilitate professional learning opportunities for teachers and administrators.
- Demonstrates continued professional curiosity and growth.

- Ability to maintain strict confidentiality of information as necessary.
- Ability to use computer equipment and related software programs.
- Knowledge of national, state and local educational goals and objectives.
- Able to successfully meet the needs of a culturally and linguistically diverse student population.
- Understands the principals of equitable instructional practices that lead to access to learning for ALL students.
- General knowledge of all curriculum areas.
- Specific knowledge of assigned content area(s), if applicable, and Smarter Balanced Assessments.
- Specific knowledge of assessment and lesson design.
- General knowledge of serving special populations of learners.
- Excellent communication, public relations, presentation and interpersonal skills to effectively communicate with staff, students, families and community partners.
- Demonstrates organizational and technology skills.
- Knowledge of culturally responsive pedagogy.

## ESSENTIAL PERFORMANCE RESPONSIBILITIES

- Informs, works in concert with, or is a member of the building leadership team.
- Facilitate the effective use of the data-driven decision-making process to inform instruction.
- Works in concert with individuals who have responsibilities from Central Office Administration to improve instruction and associated delivery models for academics and school leadership to build a culture of continuous improvement.
- Assists teachers in implementing professional learning into lesson planning and execution.
- Provides assistance to teachers in their instructional practices using key principles that are equitable, critical to high quality instruction, and inclusive of ALL learners.
- Support classroom teachers in identifying research-based classroom tested instructional strategies that promote rigorous academic language development and literacy skills across the core subject areas.
- Collaborate with grade level teachers in utilizing supplemental, formative and summative assessments of students' numeracy, reading and/or linguistic skills.
- Identify and implement coaching methods that ensure teachers' reflective practice.
- Acts as an instructional and behavioral change agent.
- Implement classroom-specific types of coaching interventions.
- Articulate verbally and in writing to site and district leaders their efforts and outcomes.
- Work with district leaders and/or school-based administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps.
- Work with teachers and school-based administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps.
- Provide job-embedded professional development for teachers through modeling engaging, standards-based teaching as needed.
- Conduct non-evaluative teacher observations and/or learning walks and provide feedback that facilitates teacher reflection and growth.
- Work with district leaders, school-based administration, and team and/or grade level teachers in planning standards- based lessons and assessments aligned to the district curriculum.
- Manage and distribute instructional resources to teachers and provide training on the use of those resources.

## ADDITIONAL DUTIES

Performs other related duties as assigned by supervisor.

## EQUIPMENT

- Uses provided district technology.
- Personal computer, printer and other job-related equipment.

## TRAVEL REQUIREMENTS

- Travel to all school district buildings.
- Travel to city and state agencies and professional meetings as needed.

## TERMS OF EMPLOYMENT

### SALARY & BENEFITS

Salary and benefits as set forth in the Local 871 collective bargaining agreement.

### WORK SCHEDULE

Regular teacher work schedule, in accordance with the Local 871 collective bargaining agreement.

### UNION AFFILIATION

Local 871, New Britain Federation of Teachers.

## FUNDING SOURCE

Grant funding.

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*Job description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.*

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BOARD APPROVED: 4/16/18  
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