



York High School

Instructional Coach - Math Certification Required

Job Description

Department: School Building and L&T

Supervisor: Assistant Principal of Instruction

Purpose: The purpose of the Instructional Coach is to provide collegial support for teachers within their building of assignment. By working collaboratively with teachers, the coach serves as a support for the teacher in developing and enhancing the teacher's capacity to provide instruction in a manner that is engaging for students and fosters a student's understanding of the learning process. The coach will be assigned 0.2 teaching and 0.8 Instructional Coach.

Essential Functions: In order to be successful, the Instructional Coach must be able to regularly perform the following:

- Develop and establish trusting, confidential collegial relationships with all teachers in order to foster openness and a willingness to accept feedback on instructional practice.
- Participate regularly in Professional Learning Communities and serve as a resource for all teachers.
- Collaborate with the building administration in planning, developing and providing professional development for all staff.
- Meet with teachers to have collaborative conversations and identify the needs, interests and type of coaching desired by teachers, teams and PLCs.
- Understand and support the School Improvement Plan. Be an active member on the School Improvement Team at school and any district committee regarding learning and teaching.
- Lead professional discussions about research based instructional methods that are age and level appropriate during common planning time, faculty meetings, PLC and other professional learning.
- Work one-on-one and in small groups with teachers to provide ongoing instructional coaching, in all classrooms.
- Provide modeling and co-teaching of a variety of proven instructional methods, materials and assessments in the classroom setting to increase teacher confidence and enable teachers to utilize a variety of effective teaching techniques, as well as provide feedback to teachers on their instruction. Strong emphasis on instructional technology, dynamic resources, open education, and future ready resources.
- Facilitate peer observations of teachers or coaches demonstrating new instructional methods or interventions. The coach will provide the teacher with checklists, rubrics or some other form of observation tool to assist teachers in watching for specific teaching strategies being modeled, and provide follow-up to design and embed the practice in the observer's classroom.
- Provide support for consistent implementation of adopted curricula and district standards through co-planning lessons with teacher and teams.
- Assist in identifying, planning, and facilitating workshops, Institute and School Improvement, and student late arrival activities and other in-service programs that contribute to the professional learning of staff.
- Coordinate action research in collaboration with teachers and PLC groups to track progress and measure



effectiveness of coaching support.

- Participate in regularly scheduled professional learning facilitated by district in which coaches examine their own practice, share ideas, problem-solve, and develop coaching and best practice expertise and tools.
- Participate in leadership and professional development activities for 10 days beyond the regular school calendar, including Instructional Coach retreat and New Educator Academy. (These days are compensated beyond the coach's regular salary.)
- Purposefully and frequently communicate with teachers through conversation, emails, memos, newsletters, web sites, study groups and other appropriate methods.

Supervisory Responsibilities:

This job has no supervisory responsibilities.

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

Analytical - Synthesizes complex or diverse information; collects and researches data; uses intuition and experience to complement data; designs workflows and procedures.

Continuous Learning - Assesses own strengths and weaknesses; seeks feedback to improve performance; pursues training and development opportunities; strives to continuously build knowledge and skills; shares expertise with others.

Job Knowledge - Competent in required job skills and knowledge; exhibits ability to learn and apply new skills; keeps abreast of current developments; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively.

Use of Technology - Demonstrates required skills; adapts to new technologies; troubleshoots technological problems; uses technology to increase productivity; keeps technical skills up to date.

Problem Solving - Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Communications - Expresses ideas and thoughts verbally; expresses ideas and thoughts in written form; exhibits good listening and comprehension; keeps others adequately informed; selects and uses appropriate communication methods.

Cooperation - Establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; demonstrates group presentation skills; participates in meetings.

Teamwork - Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit; puts success of team above own interests;



able to build morale and group commitments to goals and objectives; supports everyone's efforts to succeed.

Written Communication - Writes clearly and informatively; edits work for spelling and grammar; varies writing style to meet needs; presents numerical data effectively; able to read and interpret written information.

Leadership - Exhibits confidence in self and others; inspires and motivates others to perform well; effectively influences actions and opinions of others; accepts feedback from others; gives appropriate recognition to others.

Quality Management - Looks for ways to improve and promote quality; demonstrates accuracy and thoroughness.

Conflict Resolution - Encourages open communications; confronts difficult situations; maintains objectivity; keeps emotions under control.

Impact & Influence - Pursues and wins support for ideas; displays ability to influence key decision-makers; achieves win-win outcomes; addresses divergent opinions.

Diversity - Shows respect and sensitivity for cultural differences; promotes a harassment-free environment.

Ethics - Treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles; upholds organizational values.

Organizational Support - Follows policies and procedures; supports organization's goals and values; benefits organization through outside activities; supports affirmative action and respects diversity.

Strategic Thinking - Understands organization's strengths & weaknesses; adapts strategy to changing conditions. Adaptability - Adapts to changes in the work environment; manages competing demands; changes approach or method to best fit the situation; able to deal with frequent change, delays, or unexpected events.

Achievement Focus - Sets and achieves challenging goals; demonstrates persistence and overcomes obstacles; measures self against standard of excellence; recognizes and acts on opportunities; takes calculated risks to accomplish goals.

Personal Appearance - Dresses appropriately for position; keeps self well groomed.

Attendance/Punctuality - Is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; takes responsibility for own actions; keeps commitments; commits to long hours of work when necessary to reach goals.; completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; undertakes self-development activities; seeks increased responsibilities; takes independent actions and calculated risks; looks for and takes advantage of opportunities; asks for and offers help when needed.



Innovation - Displays original thinking and creativity; meets challenges with resourcefulness; generates suggestions for improving work; develops innovative approaches and ideas; presents ideas and information in a manner that gets others' attention.

Judgement - Exhibits sound and accurate judgment; includes appropriate people in decision-making process.

Planning/Organizing - Prioritizes and plans work activities; uses time efficiently; plans for additional resources; sets goals and objectives; organizes or schedules other people and their tasks; develops realistic action plans.

Quality - Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality. **Safety and Security** - Observes safety and security procedures; reports potentially unsafe conditions; uses equipment and materials properly.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Bachelor's degree from an accredited four-year college or university. Illinois Professional Educator License (PEL) with an endorsement in Mathematics.

Language Skills

Ability to read, analyze, and interpret student data and assessment information. Ability to write reports, effectively present information, and respond to questions from colleagues, parents, students and administrators.

Mathematical Skills

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

Reasoning Ability

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills

To perform this job successfully, an individual should have knowledge of Gmail, Powerschool and other school relevant data systems, Aesop Absence Management, Skyward employee access, and other relevant systems for integrating technology in the classroom. Should also have knowledge of and skills to use Microsoft Excel and/or Google Sheets Spreadsheet software as well as Microsoft Word and/or Google Docs Word Processing software.

Certificates, Licenses, Registrations

Valid Illinois State Teaching license with appropriate math endorsements



Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this Job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk and sit. The employee is occasionally required to use hands to finger, handle, or feel; reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.