

MARION COUNTY JOB DESCRIPTION

Position Title: Instructional Coach

Department: Instruction

Reports To: Instructional Supervisor and building principal

Approved By: Marion County Board of Education Date: September 2013

SUMMARY: The Instructional Coach works with teachers and principals to improve classroom practices and student learning. The Instructional Coach will:

- Help build school capacity for teacher leadership.
- Serve as a resource, problem solver, and facilitator of learning.
- Lead by encouraging, guiding, facilitating, and coaching.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Deliver direct training based on the specific and identified needs of the staff and the Comprehensive School Improvement Plan
- Provide follow up and technical assistance/consultation at the building level, with emphasis on appropriate classroom practices
- Provide assistance to schools in the development and implementation of curriculum, assessment, and instruction at the school level, resulting in positive student achievement
- Model for teachers:
 - Best practices in instruction and assessment
 - New teaching strategies
 - Coaching student work to proficiency
 - Classroom engagement strategies
 - Intervention strategies
 - Behavior management strategies
- Observe teachers in a non-evaluative manner, looking for data related to critical teaching behaviors, fidelity to scientifically proven best practice, student behavior and performance and additional specific teacher concerns.
- Provide specific, constructive feedback to teachers after observations
- Support teachers in their use of instructional and assessment programs
- Find and share instructional resources and lesson ideas
- Assist teachers in developing standards based units of study and standards based lessons
- Work with school level professional learning communities in their efforts to deconstruct standards, analyze student work, create common assessments, analyze interim assessment results, and develop watch lists for at risk students

- Provide information to teachers on intervention sites and programs. Serve as RTI team coordinator as needed
- Collaborate with Technology Integration Specialist for the improvement of teaching with technology
- Assist district and schools in developing and revising curriculum maps
- Assist with the on-going programs of informal and formal assessments in the schools, including but not limited to test preparation, test-taking skills, open response questions, use of scoring guides, data analysis and writing portfolios
- Provide professional development at both school and district level on current district initiatives
- Serve as a resource for teachers on assistance or corrective action plans
- Attend meetings or conferences as needed to accomplish duties
- Perform such other duties as assigned by the Superintendent/designee
- Develop and document weekly coaching plans for the school(s) served

QUALIFICATIONS:

- Has demonstrated the ability to work effectively with teachers and administrators
- Has demonstrated exemplary teaching skills
- Knowledgeable in assessment, curriculum, and instructional best practice
- Has demonstrated effective written and oral communication skills

QUALIFICATION REQUIREMENTS: 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 EXPERIENCES: Rank II/Master's Degree and 5 or more years of successful teaching experience.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Teaching Certificate.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

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 frequently required to stand and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds. The employee is directly responsible for safety, well-being, or work output of other people.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

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 moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

FileNameTeacher/Instructional Coach