



TITLE:	Student Success Instructional Coach	STATUS:	Exempt
REPORTS TO:	Campus Principal/Director of Accountability, Assessment, and Advanced Academics	TERMS:	179 Days
DEPARTMENT:	Assigned Campus	PAY GRADE:	T1, Chapter 21 Contract

PRIMARY PURPOSE:

The primary purpose of the Student Success Coach is to improve the academic achievement of at-risk students and students who qualify for accelerated instruction through the frequent coordination with teachers and students through appropriate intervention based on formative data, local and state assessments. This coach will provide ongoing professional learning and feedback that will increase the understanding and practice of researched-based, effective classroom instruction targeting gaps in learning for students.

QUALIFICATIONS:

Education/Certification:

Bachelor’s Degree from an accredited college/university
 Valid Texas teaching certificate
 Master’s preferred

Special Knowledge/Skills:

Demonstrate knowledge of Texas Essential Knowledge and Skills
 Experience utilizing effective, research-based instructional strategies
 Previous teacher leadership experience
 Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
 Ability to design and deliver quality professional development for administrators and teachers
 Outstanding presentation and facilitation skills
 Demonstrate ability to communicate in a professional manner both orally and in writing
 Demonstrate strength in organization, communication skills and efficiency in meeting deadlines
 Demonstrate ability to function as a positive collaborative member of a team
 Demonstrate interest and engagement in professional learning and reflection
 Extensive knowledge of reading, writing, literacy development, and math
 Demonstrate ability to use district resources to analyze data.
 Such additions and alternatives to the above qualifications as the Board of Trustees may find appropriate and acceptable

Experience:

Five (5) years of successful teaching experience preferred

WORKING CONDITIONS:

Mental Demands/ Physical Demands/Environmental Factors:

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms

using a keyboard and video display terminal. The employee is occasionally required to stand and stoop, kneel, crouch or crawl and climb stairs. The employee must maintain emotional control under stress, and occasionally work prolonged and/or irregular hours. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 35 pounds. Specific vision abilities required by this job include close vision. The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.). The noise level in the work environment is usually low to moderate.

ESSENTIAL FUNCTIONS:

1. Assists in the planning and delivery of professional learning opportunities to help raise the level of instruction in classrooms.
2. Assists students in setting and monitoring academic goals. Conferences with students throughout the year on progress toward goals for passing state and local assessments.
3. Recommends ways in which curriculum and instruction can be adjusted to meet the special learning needs of struggling learners based on data, high quality instruction, and high yield strategies.
4. Organizes intervention planning and remediation with teachers for students struggling on state and district assessments including but not limited to tracking minutes, planning before/after-school tutoring, etc.
5. Attends teacher planning meetings as assigned by the principal.
6. Assists in planning and implementation of systems to manage, report, and communicate assessment data to impact instruction for at-risk students.
7. Assists in planning, implementing and evaluating instruction and assessment programs for appropriate rigor and relevance for students, teachers, and the ILT.
8. Develop and maintain a confidential, professional relationship with teachers, campus leadership team, and district instructional team.
9. Works collaboratively and collegially with other Student Success Coaches.
10. Supports appropriate use of technology and other resources in the teaching/learning process for students.
11. Inform teachers and administrators of major trends and developments in instruction, curriculum, and assessment.
12. Takes a leadership role in the implementation of district initiatives and goals, campus initiatives and goals, and rigorous lesson planning.
13. Performs other duties as assigned by the principal or Director of Accountability and Assessment.

The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

Special Funding: If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or nonrenewal, as applicable.



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

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.

_____ Signature	_____ Printed Name	_____ Date
_____ Supervisor Signature	_____ Printed Name	_____ Date