

INSTRUCTIONAL COACH - ELEMENTARY

DEFINITION:

The primary role of the Instructional Coach is to positively impact student achievement. This will be accomplished by participating in continuous school improvement efforts and by providing teachers with instructional coaching, training, and support that is aligned with district curriculum. The efforts are intended to support teachers as they provide targeted instruction and interventions for students. The instructional coach provides leadership for teachers by planning, collaborating, organizing, mentoring and facilitating change to improve the instructional program. The instructional coach provides professional development needed to implement the school's strategic improvement plan. This position has no supervisory duties.

REPORTS TO: Building Principal & Director of Professional Development

CONTRACT/PAY GRADE: Contract Days: 213
PNT Pay Grade: Current Base

ESSENTIAL FUNCTIONS: *(Essential functions, as defined under the Americans with Disabilities Act, may include the following tasks, knowledge, skills and other characteristics. This list of tasks is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and tasks performed by positions in this class).*

TASKS: To facilitate the improvement of student learning and the school's academic achievement, the person hired for this position will:

Participate in all required coach professional development. The coach is charged with acquiring the knowledge, skills, technology skills, and instructional strategies necessary to effectively impact the instructional practices of the teachers that are coached. He/she must remain knowledgeable about current and past research in the specific content area and other pedagogies relevant to the coaching role.

Identify school teaching and learning needs, barriers and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers.

Collaborate with the principal and other school and district personnel to plan and implement professional training for teachers, aides, administrators, pupil services personnel, parents, and other community audiences.

Facilitate school-based high quality professional development, working with teachers (in teams or individually) to refine their knowledge and skills. Professional development could include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in looking at student work, developing lesson plans with teachers based on student needs, supporting data analysis, supporting the integration of technology, co-planning with teachers, etc.

Collaborate with the principal and other school and district personnel to plan and implement research-based curricular materials and instructional methods through coaching and modeling.

Serve as a member of the school and district leadership teams.

Assist the Professional Development staff in monitoring school-level compliance of all Title IIA assurances and in collecting and archiving all required documentations.

Work flexible hours (some after school hours) to facilitate staff training, and other duties as assigned from the school and/or district level.

Participate in professional growth opportunities.

Coach is Non-Supervisory

The role of a coach is separate and apart from the evaluative role of the principal or supervisor of the teacher. The coach advocates for, facilitates, and supports the work of the teacher, but never performs supervision or evaluation. The coach should not confuse providing teachers with consultative feedback requiring professional judgment with supervisory or evaluative responsibilities of the principal.

KNOWLEDGE, SKILLS AND OTHER CHARACTERISTICS:

Exceptional Interpersonal Skills
Outstanding Oral and Written Communications Skills
Considerable knowledge of Technology
Experience with Data Analysis

PHYSICAL REQUIREMENTS: *Work is performed in an indoor environment. Work requires frequent sitting, standing, bending, repetitive motion, vision to monitor and lifting up to 15 pounds.*

QUALIFICATIONS:

Bachelors Degree - Masters Degree preferred.
Minimum 5 years teaching experience.
Current Arizona Elementary or Secondary Certification
Highly Qualified as defined by NCLB (Early Childhood; Elementary; Middle Level or Secondary Content Areas of Language Arts, Mathematics, Science or Social Studies)