

Sioux Falls School District 49-5

**JOB DESCRIPTION**

**DEPARTMENT:** SPECIAL SERVICES

**JOB TITLE:** LIAISON/INSTRUCTIONAL COACH IN BRIDGES (Teacher on Special Assignment)

**REQUIREMENTS:**

**A. Education Level:** Master's degree

**B. Experience Desired:** Evidence of at least five years of exemplary teaching experience in the Bridges Program or other comparable behavior program. This position must be a trainer of Boys Town Well-Managed and Specialized Classroom Management.

**C. Physical Requirements:** This position requires constant hand-eye and mind-eye coordination, speaking, writing, sitting, bending, and walking are constantly required.

**D. Other Requirements:** Ability to plan, model and provide training on targeted instructional strategies including Boys Town Well-Managed and Specialized Schools strategies, de-escalation strategies and positive behavioral supports; must possess instructional technology skills, communicate effectively and relate well with students, school personnel, and parents. Have knowledge of curriculum materials, content standards and assessments, specialized instruction strategies, and Individualized Education Program processes.

**REPORTS TO:** Principal of Bridges Programs/Special Services Supervisor

**DATE:** March 2014

## **REQUIRED QUALIFICATIONS:**

- Evidence of successful experience working with adult learners.
- Demonstrates ability to establish and maintain positive relationships with colleagues and building principals.
- Knowledge and experience implementing best practices in specialized instruction.
- Knowledge and experience using a variety of assessment tools and analyzing student data.
- Ability to collaborate with teacher teams, co-teach lessons, and do demonstration teaching.
- Ability to think flexibly and to adapt work to the needs of teachers.
- Knowledge and demonstration of using 21st Century skills in instruction (analytical thinking, problem solving, communicating, collaborating, and finding and evaluating information).
- Demonstrate strong skills in oral and written communication and the ability to utilize technology for communication and instruction.
- Demonstrate organizational skills and initiative for working with minimal direct supervision.
- Evidence of ongoing professional learning and reflective practice to continuously improve adult learning and student learning.
- Knowledge and experience using technology for communication for data analysis, for gathering and organizing information and for presentations.
- Demonstrated ability to facilitate groups and practice facilitative behaviors.
- A working knowledge of current research and resources.
- Ability to support the design and delivery of professional development at both the district and school levels.

## **PERFORMANCE STANDARDS:**

### **Support of Beginning Bridges Teachers**

- Provides intensive coaching to improve the classroom instructional practice of the beginning behavior program teacher.
- Collaborates with the beginning behavior program teacher to self-assess and identify skills and needs for professional growth.
- Assists the beginning behavior program teacher in developing a repertoire of teaching models, methodologies, strategies, and techniques.
- Assists the beginning behavior program teacher in developing Boys Town classroom management including routines and procedures.
- Coordinates induction requirements and provides continuous and regular support to beginning behavior program teachers.
- Observes teachers during their specialized instruction and provides feedback for their professional growth.

### **Liaison to Elementary Schools**

- Provide support to elementary schools during student transitions.
- Assist the receiving teacher, administrator and other staff in understanding Boys Town instructional strategies, de-escalation strategies, positive behavioral supports and data collection planning.
- Provide support and data to sending Bridges teachers in teaching needed social skills and coping skills for the student to make progress in the integration school.
- Coordinate communication between Bridges and the elementary schools throughout the integration process.
- Provide follow-up support for elementary staff in the continuous implementation of positive behavioral support.

### **Curriculum, Instruction, Assessment**

- Assists behavior program teacher with instructional planning to achieve curriculum objectives and establish a positive classroom environment.
- Assists behavior program teachers with planning and implementation of student assessments.
- Assists in analyzing formal and informal data on student achievement and progress in order to inform instructional planning.
- Assists behavior program teacher in identification and selection of appropriate instructional materials aligned to content standards and the IEP goals.
- Provides relevant information from research and professional literature on best practices in instruction of students with disabilities and emotional challenges.
- Utilizes cognitive coaching to support staff growth in curriculum, instruction, and assessment for students with disabilities.

### **Job Specific Professional Responsibilities**

- Models or provides models for effective teaching strategies, specifically in the application of strategies to develop 21st Century skills.
- Assists in identifying, designing, and delivering individual and building level professional development related to student achievement goals and students with disabilities and emotional challenges.
- Supports implementation of professional learning communities to enhance student achievement.
- Communicates consistently and positively with staff and parents.
- Maintains confidentiality at all times.
- Thorough knowledge of the compliant special education processes including evaluation and IEP developments, roles and responsibilities and communication with parents.

