

Sioux Falls School District 49-5

JOB DESCRIPTION

DEPARTMENT: CURRICULUM SERVICES
JOB TITLE: INSTRUCTIONAL COACH
(Teacher on Special Assignment)

REQUIREMENTS:

- A. Education Level:** Master's degree.
- B. Experience Desired:** Evidence of at least five years of exemplary teaching experience.
- 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; 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.

REPORTS TO: Curriculum Coordinator

DATE: November 2012

REQUIRED QUALIFICATIONS:

1. Evidence of successful experience working with adult learners.
2. Demonstrates ability to establish and maintain positive relationships with colleagues and building principals.
3. Knowledge and experience implementing best practices in instruction.
4. Knowledge and experience using a variety of assessment tools and analyzing student data.
5. Ability to collaborate with teacher teams, co-teach lessons, and do demonstration teaching.
6. Ability to think flexibly and to adapt work to the needs of teachers.
7. Knowledge and demonstration of using 21st Century skills in instruction (analytical thinking, problem solving, communicating, collaborating, and finding and evaluating information)
8. Demonstrate strong skills in oral and written communication and the ability to utilize technology for communication and instruction.
9. Demonstrate organizational skills and initiative for working with minimal direct supervision.
10. Evidence of ongoing professional learning and reflective practice to continuously improve adult learning and student learning.
11. Knowledge and experience using technology for communication for data analysis, for gathering and organizing information and for presentations.

12. Demonstrated ability to facilitate groups and practice facilitative behaviors.
13. A working knowledge of current research and resources.
14. Ability to support the design and delivery of professional development at both the district and school levels.

PERFORMANCE STANDARDS:

Support of Beginning Teachers

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

Curriculum, Instruction, Assessment

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

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.
- Supports implementation of professional learning communities to enhance student achievement.
- Communicates consistently and positively with staff.
- Maintains confidentiality at all times.

