

Browning Public Schools  
**Board Agenda Request**  
Meeting To Be Held: March 26, 2025



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**Recognition:**   ☐ Students                      ☐ Staff                      ☐ Parents  
**Information:**   ☐ Building Report                      ☐ Old Business                      ☐ Superintendent's Report  
**Action:**   ☐ Resignations                      ☐ Hiring                      ☐ Contract Service Agreements  
                    ☐ Travel Out-of-State                      ☐ Travel In State                      ☒ Approvals  
                    ☐ Termination                      ☐ Legal Matters                      ☐ Other:  
This action request pertains to ☐ Elementary (only)                      ☒ High School/District Wide

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**Date:**    03/19/25

**To:**        Rebecca Rappold  
                 Superintendent of Schools

**From:**    Robert Hall  
**Title:**     Director of Human Resources

**Subject: Revised Job Description 2024-2025: BNAS Instructional Coach**

**Description:** The attached job description has been updated in preparation of hiring a BNAS Instructional Coach.

**Financial Impact:** N/A

**Funding Source:** Salaries, benefits, and payroll costs to be charged against budgets for respective building/department/program/grant as applicable.

**Attachment(s):** Job Description

**Superintendent Action:** ☐ Approved   ☐ Denied   ☐ Deferred    Initial & date: \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**Board Action:**   ☐ N/A (Info)    ☐ Approved    ☐ Denied    ☐ Tabled: \_\_\_\_\_

**Browning Public Schools**  
**JOB DESCRIPTION**  
**Effective: March 26, 2025**

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**Teacher on Special Assignment – IEFA/BNAS Instructional Coach**

### **Summary of Role**

The BNAS Instructional Coach provides daily and weekly assistance to individual teachers, grade levels and/or departments (i.e. building, BNAS, curriculum) to create and implement an Indian Education for All & Blackfeet Native American Studies curriculum. The BNAS IC will be assigned to assist all schools within the District. The BNAS IC will be assigned to work in classrooms with teachers and other school leaders in assisting with IEFA/BNAS. An IC is instrumental in building competence and confidence with instructional staff, which results in a sustained, collegiate learning culture. The BNAS IC works collaboratively with the school principal and building leadership (SLT) to assess, design, and implement IEFA/BNAS. The BNAS IC is to work with staff to improve teaching and learning. The BNAS IC will focus on group and individual professional development and coaching that will improve teacher expertise and understanding of best practices and effective instruction in regard to IEFA/BNAS.

### **Essential Duties and Responsibilities**

#### **Curriculum Development**

- Interpret existing curriculum design to individual teachers and departments.
- Assist in the development of needed IEFA/BNAS curriculum.
- Develop scope and sequence chart for staff when necessary.
- ~~Recruit IEFA & BNAS curriculum members, representing each building~~
- ~~Works with principals and individual teachers to ensure that content areas include Essential Understandings and Blackfeet Standards~~
- Assists teacher in selecting culturally appropriate and relevant materials
- Assists teachers with the development of lesson plans for the integration of BNAS curriculum requirements.
- Assists teachers to locate culturally-appropriate materials, resources, lessons and units.
- ~~Assists principals by identifying professional development needs in order to implement IEFA/BNAS~~
- ~~Assists principal with reefing the curriculum alignment process to teaching IEFA & BNAS~~

#### **Data**

- **Assists teachers in understanding formative and summative assessments.**
- **Supports teachers as they develop understandings of proficiency as connected to state standards in all grade contents.**
- **Ensures responsive instruction through ongoing analysis of data to determine the instructional strategies for diverse learners.**
- **Coaches teachers to take specific actions, based on data, to alter their instruction.**

#### **Capacity Builder and Change Agent**

- Develops relationships with adults that lead to increased rigor, change in practice, reflection and building wide, collective efficacy that results in increased student achievement as supported by research.

- Plans for high-quality, professional learning that is integrated and embedded into day-to-day teaching and learning
- Facilitates teacher collaboration through structured learning opportunities and coaching conversations
- Provides timely and specific feedback that facilitate adult learners' personal growth changes.

## School Improvement Leader

- **Learn and support the District and School's mission, goals and initiatives.**
- **Foster and nurture positive relationships with staff at the building and District levels.**
- **Teach, model, practice and apply evidence-based practices to improve teaching and learning using the Gradual Release Model, including data-based decision making.**
- **Provide whole, small-group, and individualized coaching based on data and staff input:**
  - **Phase I – Pre-Conference**
  - **Phase II – Data Collection**
  - **Phase III – Prompting and Reflection (Debrief/Post Conference)**

## Advocacy and Support

- Advocates for staff to have necessary resources (time, materials, etc.), for Implementation of IEFA & BNAS.
- Supports staff in purposeful planning for IEFA & BNAS.
- Participates in all school professional development and activities for the District.
- Supports district personnel in curriculum, assessment development and implementation (example, District committees and Director of Curriculum).
- **Collaborates with District-wide instructional coaches in areas of curriculum (for BNAS), instruction, assessment, and development and implementation.**
- **Collaborates with BPS's Director of Curriculum.**

## Organizational Relationships

Supervised by and reports to the Curriculum and Assessment Director and/or to the NAS Director.

## Qualifications

Education/Experience – Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Valid State of Montana Class 7 and Class 2 (or Class 1) teaching certificates.
- Proficient in Native American cultures, including traditional native arts and crafts, dancing, singing and drumming.
- Knowledge of and experience in using technology in the delivery of curriculum and instruction.
- Good communication, problem solving and organization skills.
- Ability to work with and motivate staff and students.
- Ability to use effective assessment and instructional strategies to meet students' needs in all curriculum areas.
- Physical ability to sit for a portion of the time; walk and stand for extended periods; and exert 10 to 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
- **Genuine interest in teaching students.**
- Good work habits.

**Desirable Qualifications** – Prior teaching experience desired. Knowledge of and ability to assess and design instruction for a classroom of diverse learners. Experience in working in Native American communities. Technology skills desired.

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