

Browning Public Schools  
**Board Agenda Request**  
Meeting to Be Held: 4/29/20



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**Recognition:**   ☐ Students                      ☐ Staff                      ☐ Parents  
**Information:**   ☐ Building Report                      ☐ Old Business                      ☐ Superintendent's Report  
**Action:**   ☐ Resignation                      ☐ 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:**      4/21/20

**To**            **Corrina Guardipee-Hall**  
                    Superintendent

**From:**   Billie Jo Juneau  
**Title:**     Director of Curriculum & Assessment

**Subject: Create New Teacher on Assignment- Instructional Coach-Indian Education For All (IEFA/BNAS) Position 2020-2021**

**Description:** I am requesting to create an Indian Education For All/Blackfeet Native American Studies Instructional Coach to serve staff Districtwide. We have many teachers who do not get the support needed to incorporate IEFA/BNAS into the curriculum or classroom. If we want to ensure that staff are including culturally relevant curriculum they will need the support on a timely and consistent basis.

**Financial Impact: "Per 2018-2021 Certified Contract"**

**Funding Source (Budget/grant, etc.):** Impact Aid and Title VI Grant

**Attachment(s):** Job Description

**Approval:** Superintendent's Office/Finance/Personnel as applicable (Initial) \_\_\_\_\_

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

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

**Browning Public Schools**  
**JOB DESCRIPTION**  
Effective: April 29, 2020

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

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### **Summary of Role**

The purpose for creating this position is for individual teachers, grade levels and/or departments (i.e. building, BNAS, curriculum) to receive daily and weekly assistance with creating and implementing an Indian Education for All & Blackfeet Native American Studies curriculum. The teacher/ Instructional Coach (IC) will be on special assignment for at least one school year and may reapply the following year. The IC will be assigned to assist all schools within the District. The 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, collegial learning culture; instructional coaches work collaboratively with the school principal and building leadership (SLT) to assess, design, and implement IEFA/BNAS. The IC is to work with staff to improve teaching and learning. The 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 regards to IEFA/BNAS.

### **Essential Duties and Responsibilities**

#### **1. 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 curricular 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

#### **CAPACITY BUILDER AND CHANGE AGENT**

- Develops relationships with adults that lead to increased rigor, change in practice, reflection and building wide collective efficacy that result 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 learner's personal growth changes.

### **Advocate and Supporter**

- Advocate staff have necessary resources (time, materials, etc.), for Implementation of IEFA & BNAS
- Support staff in purposeful planning for IEFA & BNAS
- Participate in all school professional development and activities for district
- Support district personnel in curriculum, assessment development and implementation (example, district committees and Director of Curriculum)

### **Organizational Relationships**

Supervised by and reports to the Curriculum and Assessment Director and/or 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 teaching certificate.
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- ☐ 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.
- ☐ 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.
- ☐ 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.