

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Browning Public Schools
JOB DESCRIPTION
Effective: July 23, 2018

Teacher on Special Assignment – Instructional Coach

Summary of Role

An Instructional Coach (IC) is professionally is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. An Instructional Coach (IC) is a catalyst to move teachers beyond what the data means to the actions that will close the gap between current student performance and desired student performance; An IC is instrumental in building competence and confidence with instructional staff, which results in a sustained, collegial learning culture; instructional coaches works collaboratively with the school principal and building leadership (SLT) to assess, design, and implement school improvement initiatives aligned with urgent challenge and district focus (i.e., action plans and CIC or others); 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.

Essential Duties and Responsibilities:

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 the 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 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
- Increases the instructional and classroom management skills of novice teachers and supports requirements
- Provides timely and specific feedback that facilitate adult learner's 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 districts levels
- Teach, model, practice and apply evidence based practice to improve teaching and learning using the Gradual Release model, including data based decision making
- Provide whole and 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)

Advocate and Supporter

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

Organizational Relationships

Supervised by and reports to the school principals or designee.

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.
- ☐ 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 students.
- ☐ Ability to use effective assessment and instructional strategies to meet student needs in all curriculum areas.
- ☐ Genuine interest in teaching students.

- ❑ 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.