

Job Title:	INSTRUCTIONAL COACH
Department:	Student Services
Reports to:	Principal / Director of Academic Services / Director of Special Services
Classification:	Exempt / Certified Staff
Employment:	9 months / Contract (with 10 additional days)
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the board's policy on evaluation of certified personnel.

SUMMARY

Instructional Coaches work in collaboration with classroom teachers to support student learning in the content areas specified and provides ongoing professional development in both individual and small group settings designed to promote a deeper understanding of research-based instruction and assessment practices. Personalized support is provided based on the individual needs of teachers to help them work more effectively with students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

1. Demonstrates exemplary classroom literacy practice and possess a deep understanding of literacy theory.
 - a. Ongoing teaching of children in a variety of settings and grades (3-5)
 - b. Extend literacy competencies through professional development opportunities and networking with other literacy coaches
2. Helps improve instruction by engaging teachers in intensive professional development and promote a school-based professional community.
 - a. Provide demonstrations of literacy components
 - b. Observe and coach classroom teachers in effective practices
 - c. Provide sustained mentoring to classroom teachers
 - d. Plan and conduct professional literacy team meetings
 - e. Provide workshops on the literacy framework
3. Manages and evaluate the school's literacy program to ensure the highest level of quality.
 - a. Collect data, analyze results, and report findings
 - b. Implement a school-wide assessment system for monitoring student achievement
 - c. Evaluate student achievement and assist with placing students in appropriate intervention and support services
 - d. Evaluate effectiveness of the overall literacy program
 - e. Identify needs and make recommendations for appropriate reading and writing materials
 - f. Provide records and research data to the school site
4. Provides leadership for literacy across the school community.
 - a. Meet regularly with the principal to report on progress and plan next steps

- b. Network with other literacy coaches in developing, implementing, and researching the literacy-based program
 - c. Communicate the results of the literacy program and spotlight the school as a Literacy Center
5. Works collaboratively with the school literacy team (i.e. literacy coaches, grade-level teachers and principal) regarding the appropriate use of data in making educational decisions.
6. Performs other tasks and assumes other responsibilities as assigned by the supervisor or Superintendent.

QUALIFICATIONS

Background Checks

Clearance on all background checks required by law that is satisfactory to the Administration.

Education/Experience

Masters Degree preferred from an accredited college/university

Certificates, Licenses, Registrations

Appropriate certification in field including:

- Current Missouri State Teaching License on file with the Central Office
- Reading Recovery training/experience preferred

SKILLS AND ABILITIES

Language

Employee is expected to be proficient in reading, writing, speaking.

Computation

Minimal.

Reasoning

Employee is expected to be proficient in investigating, fact finding, problem-solving and interpretation of data.

Technology

Employee is expected to be proficient in various hardware and software essential to the position.

Additional Skills and Abilities

Employee is expected to work closely with groups of professionals, as well as, other stakeholders utilizing proficient interpersonal communication skills. Employee is also expected to demonstrate the following:

- Knowledge and understanding of the Response to Intervention (RtI) process
- Minimum of 6-10 years of successful teaching experience in early elementary preferred
- Experience implementing research-based instructional practices in literacy
- Demonstrated use of assessment data to improve instruction and learning
- Effective communication skills (written and oral)
- Ability to collaborate and provide effective professional development for teachers

- Strong organizational and computer skills
- Demonstrated leadership potential

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Physical Requirements

The individual who holds this position is regularly required to walk, hear and speak as a major function of the job. Must have close moderate and distance vision ability. Prolonged computer use can be expected.

Physical requirements also include, but are not limited to, sitting (normal seated position), standing, walking (level or uneven surface), bending/twisting neck, bending/twisting at the waist, kneeling, crouching, crawling, climbing, reaching, lifting (up to 50 lbs.), carrying objects (up to 50 lbs.) while walking, pushing, pulling, presence of heat (summer high temperatures, high humidity, ovens, furnaces, etc.), presence of cold (winter low temperatures, walk-in refrigerator/freezer).

Hours / Attendance / Travel

Beginning and ending work hours will be established by the supervisor in relation to the student workload. Attendance is Monday through Friday and flexible with required student contact hours. In district travel is necessary due to grade level configuration.

CONDITIONS AND ENVIRONMENT

The work conditions and environment described here are representative of those that an individual will encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Employee can expect regular changes in environmental conditions due to travel in the district. Typical classroom environment and rare risk of injury, and exposure to dangers, or disease.

As a political subdivision, employer, recipient of federal funds, and educational institution, the Board of Education is prohibited from, and hereby declares a policy against engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.