



DEER VALLEY

Unified School District

JOB DESCRIPTION

Job Title: **Title I Instructional Coach**

Position Type: Certified	Department: Data Analysis & Organizational Improvement
Salary Schedule: Certified	Location: Title I School Site
Reports to: Title I Principal	
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: October 23, 2018

POSITION SUMMARY:

The Title I Instructional Coach will ensure that teachers and students benefit from improved instruction, increased technology, and use of online resources. This includes providing differentiated instruction, enhancing the diagnostic use of formative assessment to provide feedback to teachers over the course of instruction, and supporting technology integration. The Instructional Coach will provide and organize a working model of professional development for staff in the areas of curriculum, assessment, instruction, and instructional technology.

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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Supports the teaching, learning, and assessment of the Arizona Academic Standards and the implementation of adopted and other research-based programs at all grade levels.
- Collaborates with classroom teachers to provide high quality standards-based teaching, learning, and assessment.
- Models and demonstrates effective instructional practices and appropriate classroom management strategies.
- Utilizes all available resources to enhance instruction.
- Provides instructional support by coaching, co-planning, and co-teaching.

- Provides instructional support by locating, developing, and providing needed resources.
- Supports differentiated instruction and the integration of appropriate strategies/interventions for all students.
- Assists teachers with development and analysis of classroom-based and grade level formative assessments.
- Participates as a member of or liaison to the CIT to assist with preparation of a professional development plan for the school.
- Assists the principal in the planning and delivery of professional development focused on school/district goals and the needs of teachers and students.
- Facilitates teacher collaboration focusing on issues of teaching and learning (curricular content, with an emphasis on mathematics, sequencing, assessment, and data).
- Supports the integration of technology into the instructional process.
- Maintains documentation regarding contracts, goals, progress, etc.
- Communicates clearly and accurately with all audiences.
- Demonstrates flexibility and responsiveness.
- Works cooperatively with all staff members.
- Actively participates with other Title I Instructional Coaches in regularly scheduled professional development to enhance leadership capacity.
- Contributes to the school and district.
- Grows and develops professionally.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Effectively determines and clearly communicates instructional goals.
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
- Provides professional development for staff that is related to District goals that promote collaboration.
- Utilizes data to determine adult learning priorities.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Demonstrates knowledge of the alignment of curriculum with Arizona Academic Standards.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
- Assists the staff in understanding and aligning the curriculum content standards.
- Recommends adjustment in curricular, assessment and instructional strategies resulting from the analysis of data.
- Utilizes technology in developing curricular, instructional, and assessment strategies.
- Displays awareness of resources.

- Has an accurate impression of the lessons' effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- Participates in professional development activities.
- Helps to design and implement Professional Development Plans and/or assists teachers in achieving their goals.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need help.
- Works to develop a repertoire of leadership strategies.
- Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
- Applies District policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Must meet any additional specific job requirements as indicated by the school.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- The Title I Instructional Coach will not be involved in the supervision or evaluation of any teachers. Coaching is “working alongside” colleagues to support their learning. This means supporting/coaching the teacher who is interacting with students and engaging in active learning and reflection. In order to construct knowledge about instructional practices that improve student learning, coaches provide personalized support based on the goals and identified needs of the individuals.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Effectively uses technology as a tool for planning and implementing instructional strategies.
- Demonstrates flexibility, common sense, and good judgment.
- Demonstrates excellence in working with students and adults.
- Demonstrates commitment to professional collaboration.
- Possesses familiarity with AIMS, District Assessments, and formative assessment.
- Demonstrates excellence in teaching.
- Understands curriculum design and best practices in instructional strategies.
- Models lessons using best practices in instructional strategies.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates effective coaching techniques.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Master's degree preferred, with a minimum of five years effective teaching experience.
- Experience with technology is preferred.
- Working knowledge of SchoolCity is preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.