

Job Title: Instructional Coach High School

Supervisor: Building Principal

Terms of Employment: 190 days

Job Summary:

To provide essential leadership for the school's overall instructional program through support, training, and coaching to build school and teacher capacity to increase student achievement

Essential Duties

Curriculum and Instruction

1. Ensure implementation of state curricular standards, district instructional models, and technology
2. Work with teachers in the development of daily, weekly, and unit lesson plans.
3. Assist teachers with integrating literacy practices into their content instruction
4. Model best instructional practices through actual classroom demonstrations in rigorous technology-rich, standards-based teaching
5. Introduce teachers to new methods, materials, and instructional strategies that, through research, have proven to increase student achievement
6. Work with teachers individually, as well as collaboratively within teams and/or departments, providing practical support on a full range of instructional strategies
7. Participate in regularly scheduled grade-level, subject-specific, and team-planning sessions that focus on curriculum, instruction, and student work
8. Assist teachers in the analysis and selection of diverse content area texts and instructional materials that link to multiple ability levels and multicultural perspectives and connect to students' backgrounds and interests
9. Assist teachers in incorporating the use of technology into the instructional program.
10. Observe teachers and provide feedback to teachers for the purpose of instructional support and program improvement (not evaluation)
 - Regularly visit classrooms to collect informal data on teacher use of instructional strategies and student engagement with the strategies, as well as to increase teachers' knowledge and skill in delivering instruction
 - Engage in reflective dialogue with teachers before and after visits to
 - clarify lesson objectives, including teachers' personal goals in delivering the lesson
 - identify the successes and challenges encountered in the lesson and opportunities what could be improved in terms of lesson content and delivery

- focus on next steps, including how teachers might adjust instruction and instructional settings to meet a range of instructional needs of individual students and to foster learning in the content area
- Maintain a relationship of trust with teachers
- Respect the confidentiality of the coaching relationship
- Maintain documentation of coaching visits

Assessment

1. Use technology to disaggregate test data to evaluate curriculum and instruction
2. Assist teachers in analyzing assessment results to identify trends, patterns, and instructional deficiencies
3. Lead data sessions that examine both formative and summative assessment results and suggest and monitor intervention strategies and materials for struggling students
4. Analyze formative and summative assessments in order to ensure assessments are able to inform instruction and become a tool for improvement
5. Provide support and training to identify needed changes in classroom instructional strategies based upon the analysis of the data

Professional Development

1. Apply concepts of adult learning and motivation, including varied group configurations and presentation formats to engage adult learners as well as identification of appropriate professional development settings and schedules
2. Provide collaborative and one-on-one instructional coaching and facilitate teacher inquiry and related professional development
3. Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions to stay abreast of developments in best classroom practices, technology, and assessment
4. Assist with the development of school and teacher SMART goals (PDSA plans and GBE)

Technology

1. Facilitate the integration of technology into teaching and learning by developing and conducting professional development sessions on infusing technology into the core areas of academic curriculum
2. Participate in the design, coordination, and provision of professional development to include blended learning
3. Collaborate with instruction staff and teachers to develop curriculum materials and specific lesson plans that integrate technology
4. Assist classroom teachers to integrate successfully the use of effective strategies and multiple technologies in order to differentiate and enhance student learning
5. Support the creation of personalized learning environments including modeling blended learning approaches and instructional strategies
6. Work with school leadership teams and teachers to utilize student performance data from digital content providers to provide appropriate small-group or individualized instruction and interventions

7. Providing input/insight on ways to increase teachers' use of technology as it positively impacts student performance in the classroom
8. Providing input and recommendations regarding digital content selection

Collaboration

1. Work collaboratively and communicate effectively with administrators, teachers, media specialists, guidance counselors and other school staff to strengthen all aspects of the instructional program.
2. Work collaboratively and communicate effectively with district-level learning specialists and program coordinators to ensure rigorous, relevant curricula and instructional practices that will increase student achievement.
3. Work collaboratively and communicate effectively with feeder schools to strengthen vertical articulation and to create a seamless K-12 instructional program.
4. Work with administrators, teachers, and PLC's to plan and schedule meetings and staff development sessions based on staff input and assessment of what students in various grade levels and content areas need to work on to meet district and/or school goals.

Other Duties

Carry out other tasks and responsibilities as assigned

Job Specifications

Performance of this position will be evaluated in accordance with provisions of the Board's policy on the evaluation of Professional Personnel

Minimum Qualifications (Knowledge)

1. Valid South Carolina high school teacher and/or high school administration/supervision certification
2. Master's degree in education or administration from an accredited university, preferred
3. Minimum of five years successful high school teaching experience and/or high school administrative experience
4. Experience in working with and/or teaching adults
5. Demonstrated proficiency in written and spoken interpersonal communication skills
6. Demonstrated proficiency in use of technology
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Physical Requirements

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. While performing the duties of this job, the employee is regularly required to stand and reach with hands and arms; walk; sit; stoop or kneel; crouch or crawl.

Additional physical requirements include the following:

- Physically capable of frequently lifting or moving up to 40 pounds;
- Specific vision requirements include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to focus;
- Ability to sit and stand for extended periods of time;

- Manual dexterity for the purpose of using a telephone and data entry;
- Read a computer screen and printed material with or without vision aids;
- Hear and understand speech at normal levels and on the telephone; and
- Speak in audible tones so that others may understand clearly in person and on the telephone.

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.

Pay Grade: 28

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