



<b>POSITION TITLE:</b>	Instructional Coach (1.0 FTE)	<b>FSLA:</b>	Non-Exempt
<b>REPORTS TO:</b>	Executive Director of Special Education	<b>UPDATED:</b>	March 2018
<b>SALARY/BENEFITS:</b>	Per LIPSA Master Agreement	<b>SCHEDULE:</b>	10 - month

### POSITION PURPOSE

The Instructional Coach is a critical element in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices. Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Through system level analysis, the Instructional Coach will strengthen efforts to align curriculum (i.e. Essential Elements) with assessment and to inform instructional practices that highlight differentiated and specialized instruction through the four areas of high leverage practices (Collaboration, Assessment, Social/Emotional/Behavioral, Instruction).

The primary function of the Instructional Coach's is to work with teachers in an effort to support best practices using data, provide analysis of school-wide trends in instruction and assessments, in order to align curriculum, and make recommendations regarding potential next steps to address areas of need. As an advisor to teachers and administration, the Instructional Coach is responsible for:

- a) Observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area;
- b) Supporting teachers in the design of units and lessons for the development of curriculum and instruction;
- c) Collect and analyze data, interpret, and use it to guide assessment (summative and formative) and evidence based and differentiated instructional practices to meet students' needs; and
- d) Facilitating teacher inquiry by working directly with teachers through collaborative efforts, coaching, and related professional learning.

### ESSENTIAL FUNCTIONS

*Note: These duties and responsibilities are judged to be "essential functions" in terms of the Americans With Disabilities Act or ADA. 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. The statements below are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person. Other duties may be assigned.*

- Promote the utilization of evidence based instructional practices, common formative assessments, and summative assessments to adjust classroom instruction.
- Provide support in collecting and analyzing student assessment data.
- Assist teachers with designing instructional decisions based on assessment data.
- Facilitate and adjust individual student achievement based on progress monitoring data.
- Assist teachers with specific classroom activities when requested.
- Collaborate with teachers to identify the instructional needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of all students.

- Assist teachers in creating materials and assessments that are in alignment with curriculum and developmental expectations.
- Teach, model, facilitate, and provide feedback on research-based instructional practices.
- Provide professional learning on best practices in instruction, differentiated teaching, and high-leverage practices.
- Provide specific integration and differentiation strategies that enable teachers to meet the needs of all learners.
- Demonstrate knowledge of researched-based instructional strategies that engage all students.
- Provide organized, individual and/or group learning opportunities for staff as needed.
- Demonstrate knowledge using a variety of assessment tools.
- Demonstrate a thorough knowledge of curriculum and subject matter.
- Engage in regular professional learning opportunities to stay abreast of current evidence-based practices.
- Demonstrate the ability to communicate clearly and concisely in written and oral communication. with administrators, staff, parents/guardians, and community agencies.
- Demonstrate enthusiasm and a positive attitude.
- Demonstrate the ability to establish and maintain effective working relationships with students, peers, families, school personnel, community agencies.
- Knowledgeable about educational organizations, educational law and the areas of educational assessment and evaluation.

#### ADDITIONAL DUTIES

- Performs other duties as assigned.

#### EDUCATION and/or EXPERIENCE

- At least five years of documented teaching experience.
- Minimum of two years of documented experience analyzing building level data and supporting curricular based instructional practices.
- Knowledge of adult learning theory and experience working with adult learners, coaching teachers, and delivering professional development.
- Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback.
- Proven ability in using student-level data to guide instructional decisions.
- Demonstrated teacher leadership.
- Strong pedagogical knowledge and content expertise.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.
- Strong knowledge of high leverage practices and differentiated instruction.

#### CERTIFICATES, LICENSES, REGISTRATIONS

- Michigan teaching certificate with an endorsement in special education.

## LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

## MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

## REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

## OTHER SKILLS & ABILITIES

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication.

## PHYSICAL DEMANDS

While performing the duties of this job, the employee will regularly sit, walk and stand. Specific vision abilities required by this job include close vision.

## WORK ENVIRONMENT

The noise level in the work environment is usually quiet. The employee is directly responsible for the safety, well-being and work out-put of students.

*The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the District.*

*The Livingston Educational Service Agency does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, or any other legally protected characteristic, in its programs and activities, including employment opportunities.*

*Inquiries regarding non-discrimination policies should be directed to the Deputy Superintendent, Employee Services Department.*