



# COLUMBIA BOROUGH SCHOOL DISTRICT

## POSITION GUIDE

<b>TITLE:</b>	Curriculum and Instruction Coach	<b>Revised:</b>	February 2022
<b>DEPARTMENT:</b>	Curriculum & Instruction	<b>Contract:</b>	CBA
<b>LOCATION:</b>	various	<b>Salary:</b>	Exempt
<b>REPORTS TO:</b>	Assistant to Superintendent for Instructional Program		

## SUMMARY OF PURPOSE

The instructional coach, having both content and instructional expertise, will work as a colleague with classroom teachers. The instructional coach's role is separate from the evaluative role of the principal or supervisor: the coach will spend most of the time working in classrooms with teachers (modeling, observing, co-teaching). The focus of the coach's work is to help teachers learn to use data for instructional planning that will have a positive impact on student achievement. The coach will work with the Assistant to the Superintendent to craft curriculum and support implementation. The coach will play a strong role in analyzing and using student achievement data to impact instructional decision making. The coach may facilitate teacher study groups in which they analyze student work and lesson plans and plan for the enhancement of instructional strategies. The coach's analysis of student work and teaching and learning data will inform what occurs during coaching sessions with individual teachers and in the teacher study groups.

An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. A focus on one-on-one and small group support for teachers, coaches, and school leaders around evidence-based strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

## ESSENTIAL FUNCTIONS

1. Participate in all required coaching professional development, including peer observations, working collaboratively with other professionals, and professional research and reading. The coach should acquire the knowledge, skills, and instructional strategies to effectively impact teachers.
2. Remain knowledgeable about current and past research in specific content areas relevant to the coaching role.
3. Develop deep content and pedagogical knowledge in the evidence-based intervention in use.
4. Identify school teaching and learning needs, barriers, and weaknesses by analyzing student data and organizing and implementing problem-solving actions with teachers. The coach should work positively toward meeting identified district improvement goals, and assist with development of district curriculum, instruction, and assessments.
5. Supports the curriculum development process to create and organize the instructional planning guides.
6. Assists in the selection of instructional resources, programs, and assessments.
7. Supports with maintaining a repository for all district curriculum.
8. Facilitate school-based professional development, working with teachers to refine their knowledge and skills Professional development includes, but is not limited to:
  - a. Providing organized individual/group learning opportunities for teachers
  - b. Assisting teachers with instructional decisions based on assessment data

## **COLUMBIA BOROUGH SCHOOL DISTRICT**

### **POSITION MANAGEMENT GUIDE**

- c. Assisting teachers with classroom activities when requested
- d. Providing support for classroom motivation and management strategies
- e. Assisting teachers in creating materials that in alignment with curriculum
- f. Providing teachers with resources related to instruction and curriculum
- g. Modeling effective, differentiated instruction
- h. Managing time and schedule flexibly to maximize teacher schedules and learning
- i. Assist teachers in aligning their teaching with appropriate standards, curriculum, and assessments
- j. Supporting the integration of technology
- k. Monitoring instructional effectiveness and student progress using tools and strategies gained through professional development.
- l. Building and maintaining confidential relationships with teacher, providing encouragement and emotional support.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

1. Ability to work well with people and demonstrate and maintain productive and positive interpersonal skills and create positive relationships with teachers and administrators.
2. Knowledge and experience using a variety of assessment tools and analyzing student data.
3. Ability to develop educator capacity, implement practices of collaborative inquiry, and build sustainability.
4. Demonstrated ability to network and connect to resources.
5. Knowledge and experience using a coaching process with other teachers.
6. Demonstrated teacher leadership skills
7. Ability to work with teachers in a way that improves student learning:
  - a. Manage multiple projects effectively
  - b. Manage time and schedules flexibly and to adapt work to the needs of teachers
  - c. Facilitate the intellectual and professional development of teachers to focus on improving student achievement
  - d. Provide individualized, classroom-based coaching with participants to support them in implementing good instructional practices
8. Ability to work with teams to develop goals for improving student achievement.

### **DEPARTMENT/ORGANIZATION**

1. Keeps current with related technology and developments that impact the department.
2. Makes decisions consistent with the CBSD mission and core values, establishes and maintains effective communication and positive relationships within CBSD.
3. Performs other functions as assigned by the Superintendent or building administrator.
4. Contributes to the effective team environment of all issues and opportunities provided
5. Maintains an optimum relationship with other staff members by being courteous and always mindful of the importance of confidentiality.
6. Projects a positive image of the District and its programs and services.

### **MARGINAL FUNCTIONS**

Marginal Functions will vary with the specific assignment and depend on the position function for which the person is responsible.

### **SCOPE AND IMPACT**

This position works independently in the performance of the essential functions. Contacts include district administrators, students, parents, teachers and outside organizations and agencies.

### **MINIMUM REQUIREMENTS**

**COLUMBIA BOROUGH SCHOOL DISTRICT**

**POSITION MANAGEMENT GUIDE**

This position requires a master's degree from an accredited college/university, eight or more years teaching experience, deep knowledge of classroom instruction, reading, writing, literacy development, and/or math. Strong foundation in administration with three to five years of supervisory skills is preferred.

**SPECIAL SKILLS**

Demonstrate use of technology skills using applications such as: Microsoft office suite products, Google Docs, Microsoft Teams, and any other required applications. Ability to relate to and function effectively with people of varying backgrounds and positions. Ability to communicate effectively and possess a positive and professional attitude toward duties and responsibilities. Evidence of good judgement, diplomacy, and ability to build rapport with students, families, staff, and community members. Must maintain confidentiality, highly organized, detail-oriented with a high level of ability to communicate effectively, both verbally and written. Highly motivated and good listener. Must possess strong character. Must be a team player.

**PHYSICAL/COGNITIVE/ENVIRONMENTAL**

Physical Demands:	Sitting 25%, walking/standing 75% Ability to reach above and below the waist Ability to use fingers to pick, feel and grasp objects Some stooping, bending, and twisting of the body Ability to lift and/or carry supplies weighing up to 20 lbs. or more Ability to stand or walk for extended periods of the workday Ability to sit for extended periods of the workday
Sensory Abilities:	Visual and Auditory acuity Visual acuity to read correspondence and computer screens Auditory acuity to be able to deal effectively with people
Work Environment:	Typical public education environment. Subject to inside and outside environmental conditions
Temperament:	Must possess excellent interpersonal skills Must be able to work in an environment with frequent interruptions Able to receive oral communication Able to make judgments and work under high level of stress
Cognitive Ability:	Ability to communicate effectively Ability to organize tasks Ability to handle multiple tasks Ability to exercise good judgment Ability to follow written and verbal directions.
Mental:	Ability to define problems, collect and organize information, establish facts, and draw valid conclusions to solve the problem/handle the situation and use clear and good judgment. Must be able to remain calm in what can become a stressful environment.

*I have reviewed the essential functions; knowledge and skill requirements; and physical/mental/environmental demands of this position. By my signature I am verifying that I can fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.*

X \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**COLUMBIA BOROUGH SCHOOL DISTRICT**

**POSITION MANAGEMENT GUIDE**

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*The above description covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities the inclusion of which would be in conformity with the major purpose of this job - Reasonable accommodations will be reviewed, evaluated, and may be made to enable individuals with disabilities to perform the essential functions of this position.*