

MAPLE RUN UNIFIED SCHOOL DISTRICT
Job Description

Job Title: Instructional/Data Coach
Location: Fairfield Center School
Job Group: Professional Staff
Reports To: Principal

Summary: Supports the implementation of the school district's educational program.

Essential Duties and Responsibilities:

The Roles of the Instructional Coaches in the Instructional Coaching Model

Role #1: Classroom Supporter

Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to:

- Collaborating
- Co-planning
- Modeling
- Co-teaching
- Provide descriptive feedback based on teacher requested observation

Role #2: Instructional Supporter

Purpose: To support the implementation of effective instructional strategies including but not limited to:

- Assessment for learning
- Differentiation of instruction
- Standards-based grading
- Building teacher capacity by working with intervention groups for short periods of time

Role #3: Curriculum or Content Facilitator

Purpose: To promote the implementation of state standards through adopted curricula including but not limited to:

- Increasing teacher content knowledge
- Facilitating a better understanding of the structure of the written, taught and tested curriculum
- Dissecting standards to guide identification of essential knowledge and skills

Role #4: Data Coach

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to:

- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning

Role #5: Facilitator for Change

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to:

- Fostering a safe, trusting environment for teachers
- Introducing alternatives and refinements for teacher instructional practices

Role #6: Learner

Purpose: To engage in continuous learning in order to keep current including but not limited to:

- Engaging in professional development opportunities and professional reading
- Practicing and reflecting about what is learned

Role #7: Professional Learning Facilitator

Purpose: To design and facilitate effective professional learning opportunities based on needs and goals at each academy:

- Providing professional development
- Sharing research-based professional articles

Role #8: Resource

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement including but not limited to:

- Identifying instructional and assessment resources requested by teachers
- Sharing research and instructional best practices

Role #9: School Instructional Leader

Purpose: To support and communicate the school and district initiatives with the school community including but not limited to:

- Involving stakeholders in the implementation of the School Improvement Plan
- Connecting with community stakeholders by sharing instructional practices that impact students (e.g. newsletter)
- Acting as a strong advocate for student learning

Education and/or Experience: Bachelor's Degree, Master's preferred.

Certificates, Licenses, Registrations: Valid Vermont Teaching License with appropriate endorsement.

Language Skills: Ability to read, analyze, and interpret textbooks, periodicals, professional journals, procedures, and/or governmental regulations. Ability to write lesson plans, reports, correspondence, and procedures. Ability to effectively present information and respond to questions from students, parents, staff, and the public.

Mathematical Skills: Ability to work and teach foundational and advanced mathematical concepts such as addition, subtraction, division, fractions, percentages, ratios, proportions probability, statistical inference, fundamental to advanced algebra and geometry. Ability to apply math concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to use a variety of assessments for student work.

Literacy Skills: Ability to apply principles in the four other areas that are fundamental in helping adolescents achieve advanced levels of literacy: assessment, writing, motivation, and the needs of diverse learners. The ability to analyze student data and understand learning obstacles to help teachers align best practice strategies to specific student needs that will help student think critically and analyze information from high quality complex texts.

Reasoning Ability: Ability to solve practical problems and deal with a variety of situations where standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school and Supervisory Union objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers, and parents; skilled in oral and written communication. Ability to perform duties with awareness of all supervisory union requirements and Board policies.

Physical Demands: The physical demands described here represent 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 the essential functions.

While performing the duties of this job, the employee is frequently required to stand, walk, sit, kneel, bend, talk, and hear. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books. The employee is directly responsible for safety, well-being, or work output of students. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, model best behavior, must show above average interpersonal skills and follow directions of school leadership.

Work Environment: The work environment characteristics described here represent those 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.

The noise level in the work environment is moderate to loud.

Terms of Employment: Per the Master Agreement

Evaluation: Annually

Date: 8/7/19

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned and are performed by the individuals currently holding this position.