



Job Title: **Instructional Coach**

Job Family: Certified

Pay Program: Certified

Job Code:

Typical Work Year: Teacher Contract plus an additional 8 days with a \$4,000 stipend

SUMMARY: The Instructional Coach is focused on providing continuous job-embedded professional development to build capacity in all teachers with the purpose of increasing student achievement. An Instructional Coach is a learner who models continuous improvement and goes above and beyond to ensure student success by focusing their work on evidence-based instructional strategies, data based decision making, and effective technology integration to elevate learning. This is done through planning conversations, modeling, co-teaching, reflective conversations, and providing feedback to teachers. They will assume positive intentions, provide differentiated supports, create a culture of collaboration, and promote reflection. All Instructional Coaches work collaboratively as a team with members of the School Improvement Team, Building Principals, and Curriculum Facilitators. ***This is NOT a supervisory position and DOES NOT include evaluation of colleagues.***

ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES: *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.*

Job Tasks Descriptions	Frequency	% of time
1. Support the Educational Model of Dallas Center-Grimes Schools	Daily	Ongoing
2. Model effective teaching practices	Daily	40%
3. Analyze data to reflect on student learning that creates instructional change in the classroom	Daily	80%
4. Guide teachers in planning conversations focused on standards, lesson pacing, differentiation, evidenced-based instructional practices, and student impact	Daily	80%
5. Support teachers by helping with the strategic “how” of teaching by offering multiple strategies to meet the needs of students	Daily	80%
6. Informally observe (non-evaluative) to collect agreed upon data in the classroom for a teacher’s professional growth and students’ successes	Daily	40%
7. Provide feedback in response to teacher requests	Daily	Ongoing
8. Support new teachers in collaboration with mentors	Daily	Ongoing
9. Utilize Adult Learning Theory	Daily	Ongoing
10. Build strong, collaborative relationships with teachers, administrators, other coaches, and Curriculum Facilitators	Daily	Ongoing
11. Support the use of digital tools within quality instruction	Daily	Ongoing
12. Coach individual and small groups of individuals	Daily	80%
13. Collaboratively plan and facilitate professional learning opportunities for staff (individual, small group, large group)	Monthly	20%
14. Engage in Professional Development as a coaching team	Bi-Weekly	10%
15. Engage in coaching cycles with the Director of Teaching and Learning and/or Heartland staff to strengthen coaching and instructional practices.	Once a semester	5%
16. Participate in Building Leadership Team	Monthly	Ongoing

17. Participate in Curriculum Review and Adoption process	As Needed	As Needed
18. Document activities on coaching log	Weekly	Ongoing
19. Engage in 8 days of leadership activities beyond teacher contract		
20. Perform other duties as assigned		

EDUCATION AND RELATED WORK EXPERIENCE:

- Five years of successful teaching experience, with a record of successfully impacting student achievement
 - Two years of teaching experience at DCG

LICENSES, REGISTRATIONS OR CERTIFICATIONS:

- Current Iowa Teaching license

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

In addition to abilities needed to meet the essential duties and performance responsibilities for the position assigned:

- Proven ability to work cooperatively and effectively with colleagues
- Demonstrated leadership qualities and strong interpersonal skills
- Proven ability in using student-level data to guide instructional decisions
- Strong pedagogical knowledge and technology skills
- Models continual professional improvement with evidence of growth
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Basic computer and software skills to support instruction
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to promote and follow Board of Education policies, Superintendent's policies, building, and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Use of Instructional Technology

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	Position Title	Job Code
Reports to:	The Director of Teaching and Learning	
	Building Principal	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: The physical demands, work environment factors and mental functions described below are representative of 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.

Physical Activities:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit		X		
Use hands to finger, handle or feel		X		
Reach with hands and arms		X		

Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell		X		

Weight & Force Demands:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

Mental Activities:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze				X
Communicate				X
Copy	X			
Coordinate			X	
Instruct			X	
Compute			X	
Synthesize			X	
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate				X

Work Environment:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or Humid Conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Vision Demands:	Required
No special vision requirements	X
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X

Depth perception	X
Ability to adjust focus	X

Noise Level:	Exposure Level:
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	