



JOB DESCRIPTION

I **Title:** Instructional Coach

II **Qualifications:**

- A. N.J. Instructional Teaching Certificate
- B. Demonstrated knowledge of subject specialty and effective teaching methods.
- C. Experience in English/Language Arts and Special Education, preferred
- D. Ability to maintain a positive learning environment
- E. Strong interpersonal and communication skills as it relates to instructional practice and working with teachers
- F. Minimum of five years teaching experience
- G. Ability to provide professional growth and staff development opportunities
- H. Required criminal background check and proof of U.S. citizenship or legal alien status
- I. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

III **Primary Function:** The primary function is planning, coordinating, and implementing instructional support to teachers in academic (general and special education) and social-emotional development programs. The instructional coach is responsible to facilitate professional learning and growth in an effort to promote student achievement and improve learning outcomes. The individual should perform job embedded coaching using scientifically research based strategies and provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. It is important for the instructional coach to work collaboratively, build skills, analyze data, examine needs related to professional practice, and engage in peer coaching with teachers.

IV **Reports to:** Director of Curriculum and Instruction

V **Major Duties and Responsibilities:**

- A. Provides teachers on site, job-embedded professional development
- B. Analyzes and communicates school-wide data
- C. Oversees planning, facilitation, and follow-up of collaborative group meetings

INSTRUCTIONAL COACH

- D. Team-teaches with colleagues, demonstrates model lessons, develops and helps implement curriculum
 - E. Observes and provides peer assistance and coaching towards meeting teacher's individual goals
 - F. Coaches teachers in effective instructional strategies in a variety of content areas
 - G. Participates in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in effective instructional practices
 - H. Monitors and maintains accurate records on student achievement in the areas being coached and articulates progress.
 - I. Plans and delivers components of literacy, math, social studies, science/STEM, and arts instruction through embedded professional development in the classrooms, based on student trends in data.
 - J. Provides in-service training and follow-up coaching to assist teachers in improving best practices in literacy, math, social studies, science/STEM, and arts instruction.
 - K. Assists with research and provides content knowledge and resources to staff about learning and teaching literacy, math, social studies, science/STEM, and arts instruction. including the effective use of technology to engage students and promote differentiation. The coaching will include teaching strategies, assessment techniques, interpretation of assessment results, and alignment to New Jersey Standards for Student Learning.
 - L. Researches and provides information and guidance regarding a range of effective and innovative literacy, math, social studies, science/STEM, and arts practices through various activities such as individual discussions, demonstration lessons, team teaching, study groups, staff meetings, and professional development programs.
 - M. Meets regularly with teachers either individually or as teams to co-plan instruction and problem-solve challenges.
- VI **Terms & Conditions of Employment:** Compensation, benefits, workday and year as defined by the negotiated contract between the USRBOE and USREA.
- VII **Evaluation:** Annual evaluation by supervisor as defined in the USREA USRBOE contract, state law/code, and Board policy.