

# CHOCTAW COUNTY SCHOOLS

## INSTRUCTIONAL COACH

### JOB DESCRIPTION

#### QUALIFICATIONS:

- (1) Master's degree in secondary education, **preferred**  
Bachelor's degree in elementary education minimum acceptable alternative,
- (2) Minimum five (5) years of secondary classroom teaching experience, **preferred**
- (3) Alabama Certification in one of the following areas: Reading/English Language Arts, Mathematics, Science, or Social Studies, **preferred**
- (4) Knowledge and expertise in scientifically based/best instructional strategies,
- (5) Knowledge and skills in Curriculum and Instruction, Assessment, Human Relations, Technology, and Educational Research,
- (6) Must meet the suitability criteria for employment under Alabama Child Protection Act of 1999 and Act Number 2002-457, and
- (7) Such alternatives to the above qualifications as the Board may find appropriate and acceptable

#### KNOWLEDGE, SKILLS, AND ABILITIES:

- Demonstrated success as a classroom teacher,
- Demonstrated leadership skills,
- Demonstrated depth of content knowledge and a strong commitment to the improvement of teaching practices,
- Knowledge of content, curriculum, methods, materials, best practices and instructional technology,
- Knowledge of student academic growth and development applicable to the student's grade level,
- Ability to lead adult learners to produce student results and growth,
- Ability to apply knowledge of current research and theory of instructional programs as well as best practices in classroom instruction,
- Ability to analyze, interpret, and use data for decision making,
- Ability to evaluate and conduct program needs assessment,
- Ability to create and facilitate professional development,
- Ability to organize, plan, and take initiative to work independently and with teachers while exhibiting a high level of commitment to job responsibilities,
- Ability to establish and maintain effective relationships with fellow teachers, students, administrators, district leaders, and parents,
- Ability to use oral and written communication effectively,
- Ability to use technology to communicate, enter data, collect and analyze data, conduct training sessions, research information, access, organize, and manage reports.
- Knowledge and understanding of school system rules, administrative procedures, local Board policy, state and federal education rules and regulations, and
- Ability to physically and emotionally fulfill the job requirements

#### PERFORMANCE RESPONSIBILITIES:

- Stay abreast of current educational research,
- Work collaboratively with school and district leadership in maintaining building-level staff development support from the Alabama State Department of Education, Regional In-Service Center, and other providers

## INSTRUCTIONAL COACH (Continued)

- Partner with and/or coach new and experienced teachers to deepen knowledge in instructional strategies/best practices related to core academic subjects, as well as, elective subjects,
- Partner with teachers to develop student learning maps and units of study based on standards,
- Work with teachers in the development of daily and weekly, as well as, unit lesson plans while incorporating best practices for ensuring student learning and growth,
- Work collaboratively with school leadership teams to design, implement, and assess school change initiatives to ensure alignment and focus on intended student results,
- Partner with teachers to expand their use of a variety of resources to improve instruction including best practices and instructional technology,
- Ensure that student achievement data (formative and summative) drives instructional decisions at the classroom and school level,
- Model best instructional practices through actual classroom demonstrations, side by side with the teacher, and teacher groups, as needed,
- Support standards implementation in all disciplines and at all grade levels,
- Plan and implement staff development through team building, embedded professional development, and peer partnering/coaching,
- Utilizes a variety of coaching strategies to differentiate support,
- Facilitate school teams and other collaborative efforts that develop school culture and collective responsibility, teacher knowledge of content and student cultures, formative assessments, and learning development based on student data,
- Acts as a growth agent in the school to build a collaborative culture of learning among adults and students,
- Establish and maintain a high level of rapport with other teachers, team leaders, department heads, district-level coordinators and/or program directors, and instructional support and service employees,
- Maintain a positive and technically competent set of public relations skills including oral communication, written communication, and listening skills,
- Work flexible hours, as needed, to complete assignments and/or conduct training sessions,
- Fulfill professional responsibilities beyond those exhibited in the classroom to include participation in cross school collaboration with grade alike schools and feeder patterns, school and district program improvement efforts,
- Abide by and promote high ethical standards,
- Participate in professional development activities and provide high quality turnaround training in the schools,
- Maintains sufficient and accurate documentation to evaluate program effort, progress, and compliance,
- Participate in school-level planning, school and district level teams, faculty meetings/committees and other school system groups as appropriate,
- Adhere to school system rules, administrative procedures, local board policy, state, and federal rules and regulations, and
- Performs all other duties and responsibilities assigned by the immediate supervisor

## **SUPERVISOR:**

Federal Programs Director, Immediate  
Principals, Secondary

**JOB GOAL**

To positively impact student achievement within the school system by partnering with teachers to provide instructional coaching/modeling, training and support aligned with the curriculum, college and career readiness standards, and assessments.

**TERMS OF EMPLOYMENT:**

The Instructional Coach position is an exempt position in terms of the Fair Labor Standards Act. The terms of employment shall be in accordance with the provisions of the Student First Act of 2011 and the Board's Salary Schedule for a 10 month period. Regular work hour shall be from 7:30 a.m. – 4:00 p.m. Monday – Friday.

**EVALUATION:**

Performance evaluation shall be in accordance with the provisions of the Board's Policy.

- Essential knowledge, skill, abilities, and performance responsibilities