

Township of Union Public Schools

Job Title: Secondary Instructional Coach

Qualifications: Valid New Jersey Standard Instructional Certificate

- 1. Minimum of five (5) years satisfactory teaching experience grades 6-8 or 9-12. Hold a NJ ELA content area certification.**
- 2. Experience in data assessment protocols and statistical analysis**
- 3. Ability to provide professional growth and staff development opportunities.**
- 4. Thorough knowledge of Professional Learning Communities (PLC) process and Response to Intervention Tiers (RTI)**
- 5. Thorough knowledge of educational technology**
- 6. Strong interpersonal, communication and organizational skills**
- 7. Available and able to attend mandatory training sessions.**

The Instructional Coach will play a critical role in improving student performance by developing and fostering a positive learning environment. The Instructional Coach will provide ongoing and embedded support to teachers through an unbiased view and assist teachers and teams to reflect on their work to raise student achievement. The coach will support decision making, planning, and carrying out instructional strategies, responding to data and improving the effectiveness of teams. In addition, coaches will seek out resources to assist teachers and teams in their classrooms by working closely as a unit through the implementation of new best practices and ideas. To fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers and in support of district, school, and department goals.

PERFORMANCE RESPONSIBILITIES

- Engage collaboratively in the school-wide and district-wide efforts to build a shared vision and supportive culture in order to work positively toward meeting identified district, department and building improvement goals.
- Communicate and demonstrate research-based instructional practices that result in increased student performance and improve the classroom environment with staff and administration on a minimum of a quarterly basis. Debrief with school administration on a weekly basis.
- Use data to measure student academic progress on a minimum of a quarterly basis to make decisions regarding student learning. Communicate with department supervisors and building administrators related to areas of staff development and growth on a quarterly basis.
- Create small group intervention strategies and models and monitor progress by observing and meeting with teachers.
- Assist with establishing a school environment that supports the social, emotional, and learning needs of all students by providing support for classroom motivation and management strategies.
- Encourage professional growth and provide organized, individual and/or group learning opportunities for teachers by building positive relationships to facilitate both intellectual and professional development.

- Manage time and schedule flexibility that maximizes teacher schedules and learning by maintaining a coaching activity log.
- Assist with development of district curriculum, instruction and assessments for staff to develop NJSLS units and to assist in creating materials that are in alignment with curriculum, NJSLS and culturally responsive practices.
- Attend workshops/conferences to learn about new innovative instructional strategies that engage all students.
- Ability to facilitate meetings and professional development opportunities to support and share best practices with teachers.
- Excellent verbal and written communication skills.
- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies
- Model lessons when appropriate.
- Participate in grade level meetings, common planning/PLC and lead vertical articulation to reinforce development scope and sequence.
- Assist with evaluating students, identifying gaps and recommending interventions to promote student growth and development.
- Plan how to achieve student learning goals, choosing appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students, allowing for multiple ways to demonstrate knowledge and skills.
- Perform such additional duties and activities Administration may find appropriate and acceptable to promote the success and growth of both staff and students.

TERMS OF EMPLOYMENT:

PERSONAL EVALUATION: Based on performance and responsibilities identified in this position description and other criteria listed in Board policies.

APPROVED BY:

DATE:

