



Township of Union Public Schools

Job Description

TITLE: INSTRUCTIONAL COACH

QUALIFICATIONS:

1. Hold a valid appropriate content/grade-level New Jersey standard instructional certificate.
2. Have a minimum of 5 years teaching experience with effective or highly effective ratings.
3. Hold a Master's Degree from an accredited college (preferred).
4. Completed an approved Teacher Leader/Coaching program of study (preferred).
5. Demonstrate enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
6. Demonstrate knowledge and understanding of teaching subject-area content, child growth and development, effective instructional strategies, classroom management, assessment, data analysis and application, and research related to content area and teaching pedagogy.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO: Directors of Curriculum & Instruction, Department Supervisor

JOB GOAL: An Instructional Coach supports all staff in the implementation of the district and school plans and programs as well as pursuit of the NJ Student Learning Standards. The Coach will work directly with teachers in providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

PERFORMANCE RESPONSIBILITIES:

1. Create positive relationships with teachers and administrators, facilitating the intellectual and professional development of staff.
2. Assist with the development of district curriculum, instruction, and assessments and work with staff to unpack the NJSLS.
3. Provide individualized, classroom-based support to implement a comprehensive program.
4. Work with administration to create shared grade/school/district-wide goals related to content-area instruction and assessment.



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5. Participate actively as part of a school team, giving feedback on practices, examining student work, analyzing data from multiple sources, and making decisions to improve students' learning.
6. Participate fully in professional development opportunities and professional research and reading.
7. Turnkey training information via staff meetings, PLCs, and other professional development opportunities.
8. Research and provide content knowledge and resources (including coaching, modeling, etc.) to staff about learning and teaching, including strategies for differentiation and intervention, a range of various activities such as individual discussions (formal and informal), coaching sessions, and demonstration lessons with pre- and post-discussion/analysis.
9. Research and prepare materials for use by the teaching staff that support best practices for student learning and engagement in the classroom.
10. Assist with evaluating students, identifying gaps and practice shortfalls, and recommending interventions to promote student growth and development.
11. Analyze available data to communicate with administration regarding achievement trends and needs and to assist teachers with making instructional decisions in response to data.
12. Attend and, when appropriate, lead staff PLCs.
13. Partner with classroom teachers for individual coaching sessions that include professional growth goal setting and self-evaluation. This includes providing **non-evaluative feedback** on instruction.
14. Manage time and schedule flexibility that maximizes teacher schedules and learning.
15. Design and present professional development that specifically meets the needs of staff.
16. Serve as a member of various district committees pertaining to curriculum and/or program development and instruction.
17. Develop and present workshops/training for parents of ways to support learning within the home environment.
18. Collaborate with other support staff to ensure implementation of a cohesive, consistent program.
19. Maintain accurate and detailed paperwork, including goal-setting and progress notes, and complete all required reports in a timely fashion.



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20. Work in partnership with administrative and instructional personnel to improve students' learning and engagement across multiple disciplines.
21. Communicate content-area and instructional related trends to the broader academic community via district administration.
22. Keep abreast of current trends/data; attend professional development trainings as related to the position.
23. Perform such other duties as assigned.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The physical abilities and other conditions of continued employment listed in this section are representative but are not intended to provide an exhaustive list of physical abilities and other conditions of continued employment may be required for this position. The Township of Union Public Schools encourages persons with disabilities who are interested in employment in this class and need reasonable accommodations to contact the Personnel Department.

Vision: (which may be corrected) to read small print; view a computer screen for prolonged periods

Hearing: (which may be corrected) to answer telephones and tolerate exposure to noisy conditions

Speech: to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone

Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arm to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head; ability to climb ladders; access ceiling plenums, catwalks, and utility closets

Strength: moderate to heavy lifting, pushing, pulling, or carrying is occasionally required; to lift, push, pull, and/or carry objects that weigh as much as 15 pounds frequently; ability to walk frequently



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Environmental Requirements: encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: read, write, understand, interpret, and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgment and the ability to process information quickly, learn quickly, and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile, and coordinate information and records

TERMS OF EMPLOYMENT: Salary and work year are to be determined by the Superintendent & Board of Education in alignment with the UTEA.

ANNUAL EVALUATION: The performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

Approved by: Township of Union Public Schools

Date:

Reviewed and Agreed to by:

Date:

LEGAL REFERENCES:

N.J.S.A. 1BA:6-7.1

Criminal history record

N.J.S.A. 18A:16-2

Physical examinations: requirement

N.J.A.C 6A:16-5.3

Incident reporting of violence, vandalism, and alcohol and other drug abuse

N.J.A.C 6A:16-11

Reporting potentially missing or abused children

N.J.A.C. 6A:32-6

School employee physical examinations

Immigration Reform and Control Act of 1986, 8 U.S.C.