



## DeKalb

## CUSD 428 Job Description

**Position Title:** Multilingual Instructional Support Coach

**Department:** Teaching and Learning

**Supervisor:** Content (Humanities/STEAM) Managers

**Calendar:** 180 Days and LOA

**FLSA Status:** Exempt

**Affiliation:** DCTA

**Date:** March 2022

### Objective

The Multilingual Instructional Support Coach provides support for the district, school, and teachers as they develop and implement best instructional practices. The instructional coach also works to build teacher capacity to increase student learning and growth.

### Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Develop and implement a structured plan to support integration of instructional best practices through a collaborative coaching model that is supportive to all instructional staff. This model will value:
  - partnership principles when working with teachers
  - that this is a non-evaluative role
2. Partner with classroom teachers and build relationships to support best practices that promote student growth and engagement. Supports targeted growth at the building-level and classroom-level as aligned to the building SIP's and district strategic plan.
3. Collaborate with district leadership to create future professional development, district strategic plans, and assist with curriculum work.
4. Keep current with trends in professional development and research on best instructional practice by participating in professional growth opportunities.
5. Utilize working knowledge of (Pk-5 grade, 6-12 grade) curriculum to seek out and support staff in the design, delivery, and assessment of standards-based lessons that seek to improve student learning and meet the diverse needs of students.
6. Plan, conduct, and evaluate formal and informal professional learning opportunities in a variety of formats to increase staff knowledge with a focus on improving student achievement and engagement.
7. Respond to staff needs through data collection to align professional learning opportunities with teacher created goals that support the implementation of the building SIP's and the district strategic plan.
8. Meet with the Teaching and Learning department and other instructional coaches across the district as needed in order to support district initiatives.
9. Follow ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state, local laws, rules, and regulations.
10. Ensure that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
11. Provide professional development and guidance regarding a range of effective and innovative research-based instructional practices including Teaching for Biliteracy (district Dual Language Curriculum Methodology), Biliteracy from the Start: Literacy Squared in Action, Spanish Language Pedagogy for Biliteracy Programs

13. Research and provide resources to PreK – 8<sup>th</sup> grade staff regarding research-based instructional practices in the following four areas:
  - one and two way dual language content and instruction
  - instructional teaching practices for emergent bilinguals
  - assessment techniques for emergent bilingual
14. Coordinate and support the infusion of Spanish literacy across all content areas
  - Introduce and provide ongoing professional development regarding Spanish literacy strategies to all Spanish-medium teachers
  - Provides ongoing professional development to differentiate the literacy strategies for individual teachers and departments

### **Qualifications**

1. Ability to build relationships, engage in critical conversations, and maintain a professional and positive attitude.
2. Demonstrate ability to work collaboratively (in a partnership) with individuals and teams.
3. Demonstrate ability to coach, mentor, and/or teach adults learners.
4. Experience teaching children in a classroom setting with in-depth knowledge of sound instructional practices.
5. Fluent in reading, writing, and speaking in the Spanish language.

### **Knowledge, Skills and Abilities**

The ideal candidate will have passion and enthusiasm for working with adults and collaborating in best practices. The candidate is an effective communicator, self-directed, highly collaborative, and committed to lifelong learning. He/she has demonstrated knowledge of learning standards and has an understanding of how technology relates to key learning theories and instructional methods. Having knowledge and understanding of adult learners, and an ability to motivate and teach adults in a variety of settings is key to success in this position.

### **Supervisory Responsibility**

No

### **Position TRS Eligible**

Yes

### **Work Environment**

This job operates in a professional school environment. This role routinely uses standard office computer equipment such as computers, laptops and servers.

### **Travel**

Instructional Coach must be able to provide his/her own transportation. Travel is primarily local during the business day.

### **Education and Experience**

1. Prior experience in a related position/field preferred.
2. Bachelor's degree required
3. Professional Educator's License required

### **Other Duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties,

responsibilities and activities may change at any time with or without notice.

### Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

The physical activity of this position. <i>(Please check all blocks that apply)</i>		
<input type="checkbox"/>	A	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	B	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<input type="checkbox"/>	C	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
<input checked="" type="checkbox"/>		Kneeling. Bending legs at knee to come to a rest on knee or knees.
<input checked="" type="checkbox"/>		Crouching. Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>		Crawling. Moving about on hands and knees or hands and feet.
<input type="checkbox"/>		Reaching. Extending hand(s) and arm(s) in any direction.
<input checked="" type="checkbox"/>		Standing. Particularly for sustained periods of time.
<input checked="" type="checkbox"/>	I	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<input type="checkbox"/>	J	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
<input type="checkbox"/>	K	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.

<input type="checkbox"/>	L	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
<input checked="" type="checkbox"/>	M	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<input type="checkbox"/>		Grasping. Applying pressure to an object with the fingers and palm.
<input type="checkbox"/>	O	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<input checked="" type="checkbox"/>	P	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<input checked="" type="checkbox"/>	Q	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<input checked="" type="checkbox"/>		Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

**The physical requirements of this position. *(Please check only one block)***

<input type="checkbox"/>	A	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input checked="" type="checkbox"/>	B	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<input type="checkbox"/>	C	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	D	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	E	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

**The visual acuity requirements including color, depth perception, and field vision. *(Please check only one block)***

<input type="checkbox"/>	A. .	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading;
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		visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
<input type="checkbox"/>	B	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
<input type="checkbox"/>	C	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
<input checked="" type="checkbox"/>	D	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)

**The conditions the worker will be subject to in this position. (Please check all blocks that apply)**

<input checked="" type="checkbox"/>	A	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
<input type="checkbox"/>	B	The worker is subject to outside environmental conditions. No effective protection from the weather.
<input checked="" type="checkbox"/>		C. The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	D	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	E	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	F	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
<input type="checkbox"/>	G	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	H	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
<input type="checkbox"/>	I	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.

<input type="checkbox"/>	J	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
<input checked="" type="checkbox"/>		The worker is required to function in narrow aisles or passageways.
<input type="checkbox"/>	L	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

### Signatures

This job description has been approved by all levels of management:

Supervisor Name: \_\_\_\_\_ Signature: \_\_\_\_\_

\_\_\_\_\_ Date: Click or tap to enter a date.

HR Representative: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: Click or tap to enter a

date.

*Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.*

Employee Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: Click or tap to enter a date.

