

Isle of Wight County School District

Position Specification

Title: Instructional Coach

Division: Instruction

FLSA: Exempt

General Statement of Job

The Instructional Coach serves as part of a leadership team within the division and a school, providing job-embedded and ongoing professional reflection and learning for teachers. Coaches are responsible for assisting with the development and mentoring of assigned teachers, providing professional development, and identifying the instructional needs of teachers. Position is responsible for coaching instructional staff to integrate technology and best practices competently and consistently. This position is also responsible for facilitating school-based conversations around student data for the purposes of instructional improvement in classrooms. The effective coach will partner with both novice and experienced teachers, spending the majority of the time modeling, observing, and assisting with classroom strategies.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Collaborates with school-level instructional staff for instructional planning, co-teaching, and modeling for effectively integrating technology, STEM, performance based learning and other research based strategies to meet the needs of diverse learners.
Researches best practices and technology integration techniques and resources and disseminates to instructional staff.
Assists in implementation, coordination and development of Isle of Wight County School's assessments.
Assists instructional staff and administrators in understanding data related to student learning.
Engages in reflective conversations in which coach and teacher think collaboratively. The instructional coach is non-supervisory and non-evaluative. The coach advocates for, facilitates, and co-constructs formative feedback exchanges among teachers.
Designs and conducts staff development programs to enhance classroom instruction through the use of technology and best practices.
Model instructional practices in a variety of settings and provide follow-up support to ensure effective teacher implementation.

School-based administrative duties as assigned and at the discretion of the Executive Directors of Elementary and Secondary Schools
Performs other duties as assigned.

Education and/or Experience

Master's Degree in Education, Education Administration, Curriculum Development or closely related area is required.

Minimum of five (5) years classroom teaching, supervisory/managerial level school administration or closely related experience preferred.

Certificates, Licenses, Permits: Virginia Teaching License

Knowledge, Skills & Abilities

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, IWCS policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws; schools system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill in coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills; recruiting, training and motivating employees; effective oral, written, and interpersonal communication; aware of the school system's discipline policies.

Ability to establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for specific grade levels; assist in developing lesson plans that incorporate lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously.

Performance Factors:

Interaction with Others: Ability to communicate clearly and to develop and maintain positive interpersonal skills. Ability to be flexible to meet changing requirements. Ability to demonstrate sensitivity among diverse populations.

Concentration: Ability to maintain workflow in a variety of environments and situations. Ability to manage multiple tasks.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are given relative to a project that may be in process. Ability to maintain composure in challenging situations.

Independent Judgment: After receiving an assignment is able to complete work tasks without constant and precise direction.

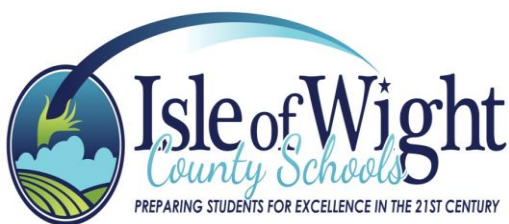
Organizational Skills: Ability to establish priorities; manage multiple tasks; and deliver a quality work product by a designated deadline.

Decision Making: Ability to make appropriate decisions.

Attention to Detail: Ability to recognize errors that detract from the accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing. Ability to demonstrate professionalism while interacting with others and to maintain positive working relationships.

Attendance and Dependability: Ability to be depended on for punctuality and faithful attendance. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.



JOB TITLE: Instructional Coach

DEPARTMENT: Instruction

ESSENTIAL ELEMENTS – JOB FUNCTIONS ASSESSMENT

Physical Requirements:

- ☒ Stamina
- ☒ Seeing-General
- ☒ Close Vision
- ☒ Color Perception
- ☒ Hearing/Listening
- ☐ Clear Speech-Simple
- ☒ Clear Speech-Complex
- ☒ Touching
 - ☒ Dexterity
 - ☒ Hand
 - ☒ Finger
- ☐ Smelling
 - ☐ Smoke
 - ☐ Food
 - ☐ Cleanliness
- ☐ Tasting
- ☒ Walking
- ☒ Lifting
- ☒ Pushing
- ☒ Pulling
- ☒ Typing
- ☒ Climbing Flights
- ☒ Carrying
- ☒ Kneeling
- ☒ Stooping
- ☒ Bending
- ☒ Sitting
- ☒ Flexibility
 - ☒ Upper Body
 - ☒ Lower Body
- ☐ Running Distance

- ☒ Standing
- ☒ Driving

Stress Factors:

- ☒ Repetition
- ☒ High Pressure
- ☐ Hazards
- ☒ Fatigue
- ☐ Boredom

Work Environment:

- ☒ Works Alone
- ☒ Works with Others
- ☒ Works around Others
- ☒ Verbal Contact with Others
- ☒ Face-to-Face Contact
- ☐ Shift Work
- ☒ Inside
- ☐ Outside
- ☐ Confined Areas
- ☐ Extreme Heat/Cold
- ☐ Temperature Change
- ☐ Wet and/or Humid
- ☐ Noise
- ☐ Vibration
- ☐ Mechanical Equipment
- ☐ Electrical Equipment
- ☐ Pressurized Equipment
- ☐ Burning Materials
- ☐ Moving Objects
- ☐ High Places

- ☐ Fumes/Odors
- ☐ Dirt/Dust
- ☐ Gases

Mental Requirements:

- ☐ Reading-Simple
- ☒ Reading-Complex
- ☐ Writing-Simple
- ☒ Writing-Complex
- ☐ Clerical
- ☒ Memorization
- ☒ Analyzing
- ☒ Perception
- ☒ Judgment
- ☒ Decision-Making

Equipment:

- ☒ Computer
- ☒ Keyboard
- ☒ Telephone
- ☐ Calculator
- ☐ Fire Alarm
- ☐ Switchboard Console
- ☐ Television Monitor
- ☐ Kitchen Appliances
- ☐ Vacuum Cleaner
- ☐ Maintenance Tools

Other:

- ☐ Laundry Equipment

I acknowledge receipt of this document.

Signature _____

Date _____