



GENERAL INFORMATION:

<i>Title</i>	Instructional Coach
<i>Licensure</i>	Professional Educator License (PEL) or Certification through Behavioral Analyst Board
<i>Endorsement</i>	LBS 1, School Psychology, Speech /Language Pathology, Social Worker
<i>Classification</i>	Certified Licensed – 10 month – 195 days
<i>FLSA Status</i>	Exempt
<i>Reports to</i>	Program Administrator
<i>Salary Classification</i>	NSSEA Salary Schedule
<i>Reviewed/Revised</i>	3/2023

PURPOSE:

The Instructional Coach facilitates building sustainable best practices of instruction, assessment and collaborative problem solving regarding a specific student, program, or school-wide initiative to NSSEO member districts and programs. Coaching practices directly support the implementation of a Multi-Tiered System of Supports (i.e., RtI and PBIS) to improve academic and behavioral outcomes across the Tiers. The goal of coaching is to build school/district capacity to improve outcomes for all students that align with state and federal regulations through the provision of ongoing:

- consultation and technical assistance
- job-embedded professional development
- assessment and evaluation
- modeling and feedback of strategies and supports
- collaborative problem solving

ESSENTIAL FUNCTIONS:

- Develop coaching goals, in collaboration with district and/or school leadership teams, to improve academic and behavior outcomes for all students that aligns with district/school initiatives. Provide on-site coaching through modeling, guided feedback, questioning and active listening to build local capacity and implementation of best practices.
- Communicate and collaborate with educational teams, school administrators, students and parents to identify and implement best practices.
- Facilitate various educational team meetings (e.g., district leadership teams, individual problem-solving meetings) through the problem-solving process.
- Provide on-going technical assistance to school personnel as it relates to improving outcomes for students: Model best practices in instruction for general and special education students.
- Observe and provide feedback to support the implementation of practices with high fidelity.
- Problem solve system-wide; classroom and individual issues

- Make data-based decisions to improve outcomes for students.
- Design, deliver and evaluate evidenced-based professional development activities related to specific topics (e.g., Autism, Positive Behavior Intervention and Supports, Response to Intervention) to change educator practices.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities and plan.
- Locate and link resources based on district/school needs.
- Utilize coaching tools to manage time, prioritize tasks and follow through on activities and communication.
- Collaborate and problem solve with other NSSEO coaches through participation of monthly meetings.
- Foster community partnerships and collaborate with ISBE school improvement projects (e.g., I-Rtl Network, PBIS) and other community agencies.
- Other duties, as assigned.

OTHER FUNCTIONS:

- Assume appropriate roles as adult model, behavior manager and educator.
- Continue professional growth.
- Communicate effectively and respect human diversity.
- Assume other duties and special projects as assigned.
- Support NSSEO policy, NSSEO and governing board goals and objectives, and The School Code of Illinois.

WORKING ENVIRONMENT:

- To perform the physically demanding job functions, strength and/or endurance for lifting, carrying, pushing and/or pulling are constantly required.
- To perform the most physically demanding job functions, the physical capabilities of climbing and balancing are seldom required.
- To perform the most physically demanding job functions, the physical body movement of stooping, kneeling, crouching and/or crawling is constantly required.
- To perform the most physically demanding job functions, the upper extremity physical capabilities reaching, handling, and/or fine motor dexterity are constantly required.
- Exposure to temperature extremes is seldom or not present.
- Exposure to hazardous conditions (e.g. mechanical, cuts, burns, infectious disease, high decibel noise, etc.) is seldom or not present.
- Frequency of exposure to injury to self and/or others is occasionally present.

MINIMUM QUALIFICATIONS:

- Professional Educator Licensure endorsed in Special Education, School Psychology, Speech and Language Pathology, or Social Work OR
- Certification through the Behavior Analyst Certification Board (BCBA)
- Multiple years of experience in the field of education.
- At least two years working in a consultant and/or coaching capacity.
- Experience in implementing and supporting school improvement processes, including Response to Intervention (Rtl) and Positive Behavior Intervention and Supports (PBIS).
- Experience designing, delivering and coordinating professional development learning activities that embeds effective adult learning practices.

KNOWLEDGE, SKILL, AND ABILITIES REQUIRED:

- Knowledge about evidence-based academic and behavioral practices for all students, including students with disabilities.
- Evidence-based technical assistance and coaching strategies.
- Strong communication and interpersonal skills.
- Team facilitation skills.
- Strong organizational skills.
- Understanding of school-based systems change.
- Ability to evaluate work effort, identify problems and plan activities that lead to successful outcomes.