

**Secondary Instructional Coach/Curriculum Coordinator**

**Reports to: Building Principal**

**FLSA Status: Exempt**

**Terms of Employment: 180 day contract plus 10**

**Evaluation: Performance in this position will be evaluated regularly by the principal and in accordance with policy**

**Compensation: Current Salary per certified salary schedule \* .10**

**JOB SUMMARY:**

To support and coach classroom teachers in implementing changes in curriculum, instruction and assessment; serve as teacher leader; model examples of high-quality teaching and learning, analyze results to determine changes needed; assist teachers in linking assessment data with classroom instruction; work with administrators and parents; support buildings in development of pyramid of interventions; continue to learn and develop strategies based on research; facilitate curriculum-based team meetings; provide high quality professional development opportunities for staff; facilitate district-wide committee work for curriculum, instruction, and assessment; and work as a team member to ensure that effective learning occurs for each child, every day.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** *Other duties may be assigned.*

**Essential Functions:**

- **Demonstrates knowledge of exemplary curriculum, instruction and assessment practices.**
- **Works collaboratively with colleagues, administrators, parents, community and others to meet local, state and national standards.**
- **Provides training and support in ongoing assessment strategies.**
- **Communicates in a manner that is effective and appropriate.**
- **Guides colleagues in pacing instruction in utilizing class time wisely.**
- **Models instruction within the classroom setting to maximize student attention and engagement.**
- **Guides colleagues in identifying and sequencing learning tasks to maximize student outcomes and achieve learning objectives.**
- **Plans and organizes high quality professional development and teacher collaboration.**
- **Facilitates district-wide committee work for curriculum, instruction and/or assessment.**
- **Compiles and interprets data for school improvement initiatives as well as district-wide initiatives and program evaluation.**
- **Stays abreast of current research and shares current trends in curriculum, instruction, and assessment with colleagues.**
- **Regularly conducts action research and uses data to guide school improvement initiatives.**
- **Maintains positive interpersonal relationships that are conducive to student and teacher learning.**

- **Provides and accepts constructive feedback for improvement of teaching and learning.**
- **Responds to administrative requests in a timely manner.**
- **Participates in professional growth activities.**
- **Demonstrates enthusiasm toward the teaching profession.**
- **Follows the policies and procedures of the school district.**
- **Maintains regular attendance.**
- **Maintains confidentiality and unquestionable integrity.**

**QUALIFICATION REQUIREMENTS:**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

Five years of successful classroom experience  
 Master Degree required in major area of study.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Valid Missouri Teaching Certificate.

**COMMUNICATION SKILLS:**

Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations.

Ability to write reports, correspondence and procedure manuals consistent with the duties of this position.

Ability to effectively present information and respond to questions from administrators, staff and the general public.

**OTHER SKILLS and ABILITIES:**

- Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement model lessons and teacher professional development based on district and school objectives and the needs and abilities of students to whom assigned.
- Knowledge of state standards, state and federal regulations and laws as they apply to schools.
- Knowledge of subject matter content.
- Knowledge of standards-based curriculum models.
- Knowledge of child/adolescent development.
- Knowledge of adult learner theory and effective professional development strategies.
- Knowledge of effective assessment strategies and data analysis tools to inform instructional decision making and program evaluations.
- Ability to effectively apply human relation skills, including conflict resolution, consensus building, and leadership skills.

- Demonstrates patience, respect, and understanding of students, parents, and teachers.
- Demonstrates a sense of professional responsibility.
- Excellent oral and written communication skills.
- Ability to perform duties in full compliance with district requirements and School Board policies.
- Ability to perform applicable computer applications.

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

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

The employee must independently transport him/herself to various sites in the District as well as schools and other sites in the area for various types of meetings and events.

**WORK ENVIRONMENT:**

The work setting involves performance in a school environment with various levels of staff. The setting involves the support of learning with teachers, administrators and parents on the campus – classroom. The work conditions include an environment, which could be quiet, moderate or loud. The work conditions also require the ability to resolve problems and conflict between students, parents and staff with diverse backgrounds and needs.