

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

	400 – PERSONNEL & EMPLOYEE	CODE:	AP 477
SECTION:	RELATIONS		
PROCEDURE:	ROLE OF INSTRUCTIONAL COACH		

BACKGROUND

Research illustrates the power of coaching to embed professional development into effective classroom practice. Professional development that focuses only on theory, knowledge, and limited opportunities for practice and feedback, may increase knowledge, but rarely translates into classroom practice. When a coach works alongside teachers, supporting them, teaching with them and modeling new techniques and strategies, there is a much greater likelihood that the new techniques will be used in the classroom. The work of the Instructional Coach, side-by-side with the classroom teacher, has shown to have one of the largest effects on student achievement. When classroom teachers implement research-based strategies and practices consistently we make true gains in student achievement.

The Instructional Coach is a member of the Instruction and Assessment team and works as a colleague with classroom teachers to support student learning and teacher practice. The Instructional Coach will focus on individual and small group professional development that will expand and refine the understanding about researched-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

The Instructional Coach is expected to support and promote the aims and objectives of Catholic Education and of the Division.

JOB DESCRIPTION

1. Immediate Supervisor: Supervisor of Instruction and Learning
2. Minimum Qualifications
 - 2.1 Bachelor of Education Degree with a strong background in English Language Arts and Mathematics.
 - 2.2 Experience teaching various grade levels.
 - 2.3 Proven leadership as a teacher in Professional Learning Communities.
 - 2.4 Knowledge in the use of instructional technologies.

- 2.5 Experience in planning, organizing and effectively delivering professional learning opportunities.
- 2.6 Possess a valid driver's license and means of transportation.
- 3. Knowledge, Skills and Abilities
 - 3.1 Excellent leadership and interpersonal skills.
 - 3.2 Collaborative team player with knowledge of effective collaborative problem solving skills.
 - 3.3 Excellent oral, written and electronic communication skills.
 - 3.4 Demonstrates self-discipline and initiative to produce high-quality, organized and dependable results.
 - 3.5 Works well under pressure.
 - 3.6 Conveys a positive and professional image to staff and public.
 - 3.7 Respects the confidential nature of the position; avoids discussions on topics that are not formally communicated to the public by the school administration or the Division. At no time discusses publicly or privately information pertaining to any student with the exception of program planning for the student.
 - 3.8 Demonstrates knowledge of researched-based instructional strategies that engage all students.
 - 3.9 Demonstrates a thorough knowledge of curriculum and subject matter.
 - 3.10 Training and experience in a variety of assessments and interpretation of data.
 - 3.11 A strong advocate for the division and all students.
- 4. Performance Responsibilities
 - 4.1 Provide individualized, classroom-based coaching with all teachers (focus on Early Learning classrooms) to support them in implementing research-based, differentiated instruction and assessment.
 - 4.2 Assist teachers with using data to inform instruction and monitor student progress.
 - 4.3 Assist new teachers, in a collaborative model of conversation, lesson demonstration and team-teaching to analyze and reflect on their practice to promote quality instructional practices.
 - 4.4 Plan and deliver professional development opportunities for individual, small group and large groups of teachers in collaboration with other central office administrators, the Instruction and Assessment team and school-based administrators and teachers.
 - 4.5 Performs any other duties as assigned by the Supervisor of Instruction and Learning.

Reference: Sections 85, 87, 108, 109, 116 Education Act

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