

## **JOB DESCRIPTION**

**TITLE:** **INSTRUCTIONAL COACH**

**DATE:**

**QUALIFICATIONS:** Iowa Teaching certification  
1 Year employment in Pleasant Valley School District  
3 Years teaching experience

**REPORTS TO:** Building Principal and Teacher Leadership Oversight Team

**JOB DESCRIPTION:** Instructional Coaches will work alongside building principals to collect/analyze student data, determine professional development needs based on this data, and collaborate with all staff to increase achievement for every student. Instructional coaches would assist with mentoring. Instructional Coaches will spend time leading Professional Learning Communities, co-teaching lessons in classrooms, and leading the building in developing the MTSS systems to assist all students. In two buildings (Cody and Bridgeview), the Instructional Coach will also serve as a reading interventionist for 4 -6 grade students.

### **PERFORMANCE ROLES and RESPONSIBILITIES:**

The following are roles and responsibilities of Instructional Coaches:

#### **DATA COACH**

- Support administrators and teachers in using data to inform practice by following the cycle of teaching, assessing, observing, and reflecting.
- Assist administrators and teachers in using data to identify appropriate interventions, strategies, and resources to support the school, classes, and individual students through our MTSS system.
- Facilitating coaching conversations which include goal setting and progress monitoring which will guide instruction decisions to improve student learning.

#### **CHANGE AGENT**

- Coaches will co-teach, model, and observe with the intent to provide non-evaluative feedback to teachers, enabling them to reflect on the strengths and areas of needs in all lessons.
- Coaches will provide guidance on alignment to Iowa Core, Early Literacy, and C4K/MTSS implementation by promoting rigorous and relevant instruction.
- Maintain the confidentiality of students, teachers, and schools.

#### **INSTRUCTIONAL and CURRICULUM SPECIALIST**

- Assist teachers and staff in creating a strong PLC structure that ensures learning at high levels for all students.
- Research and provide information and guidance regarding a range of effective and innovative practices through various activities such as individual sessions, coaching sessions, demonstration lessons with pre- and post- discussion analysis, study groups, and professional development sessions.
- Coaches will assist with the training of teachers new to the district.

#### **SCHOOL IMPROVEMENT SPECIALIST**

- Coaches will help in providing professional development aligned with district goals and vision.
- Attend professional development to grow further as a coach and partner with other district instructional coaches to share best practices and communicate district-wide needs.

**TERMS OF EMPLOYMENT:**

Salary and work year assigned according to the Master Contract with an additional \$6,000 stipend per year. Additional hours will be required beyond the regular work year/school day and these will be compensated at the blue sheet rate.

**EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

# Instructional Coach

## Anticipated Time Usage Expectations 2014-2015

### **Approximately 50% of time spent in classroom coaching with teachers, which includes:**

- Data conversations (whole staff, small group, individual)
- Cognitive coaching conversations on curriculum, instruction, data, management, etc.
- Co-planning lessons and units (curriculum)
- Demonstration lessons (instruction)
- Observation and feedback
- Co-teaching lessons (instruction)
- Facilitating peer observations, or other collegial learning opportunities like lesson study, analyzing student work, etc. (curriculum, instruction, management, teaching)
- Intervention and progress monitoring conversations (data)
- Classroom management
- Participate in PLC's

### **Approximately 15% of time spent on time for teachers, which includes:**

- Planning for professional development for teachers
- Preparing for demonstration lessons
- Prepping for internal labs, book studies, etc.
- Locating resources for teachers
- Researching online for teachers
- Organizing and disseminating materials for teachers
- Preparing data for teachers
- Assessment administration/proctoring
- Distributing assessment materials
- Early release day planning and coordination

### **Approximately 25% of time developing the Instructional Coach Toolkit, which includes:**

- Attending to your own learning and growth
- Coordinating with other coaches
- Conferring with principal and district personnel
- Attending instructional coach meetings
- School leadership and/or data team meetings

A coach's *Instructional Toolkit* includes, but is not limited to:

- Iowa Core
- Data-driven education practices (data dialogue)
- Research-based instructional strategies
- Differentiation strategies
- Diverse learner instructional strategies
- Reading comprehension strategies
- Critical thinking strategies
- Student intervention strategies
- Rigorous curriculum design
- MTSS/C4K training
- Mentoring

### **Approximately 10% of time on other activities, that may include:**

- Staff meetings
- Record keeping/logs
- Email
- Phone calls
- Relationship building

Interviewer: \_\_\_\_\_

Candidate: \_\_\_\_\_

## **Instructional Coach Interview Questions**

1. Why do you want to be an instructional coach and what unique skills and abilities would you bring to this position?
2. Please share with us the evidence you brought with you to show how you have positively impacted student achievement.
3. As a coach, how would you develop trust and professional relationships with all stakeholders?
4. In the role of a coach, there may be times when teachers resist change. How would you respond to those situations?
5. When you think about your typical day as a coach, how will you plan and organize your day?
6. If you are successful as a coach, what would mark success in three years?

7. Two part question:

All candidates: What is effective instruction?

Elementary: What does effective instruction look like in the area of literacy?

Secondary: How would you build capacity in our staff to enhance their instructional practice?

8. How do you envision your work as an instructional coach elevating rigor and relevance in our classroom instruction? Illustrate how you would provide feedback to colleagues.

9. What makes for a successful demonstration lesson that you would model for a teacher in a classroom?

10. A teacher shares data with you about one student that is above grade level proficiency and one student that is below grade level proficiency. This teacher is concerned about meeting both students' needs. What support would you offer this teacher?

11. Describe a time when you worked collaboratively to make a difference in your school.

12. What are three words your colleagues would use to describe you?

Candidate: \_\_\_\_\_

## Written Reflections

Please respond to the follow statements and email to Stephanie Judkins and Brian Strusz:

**Reflection 1:**

The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities. - *DuFour, DuFour and Eaker*

**Reflection 2:**

We advocate for learning communities, not teaching communities, and argue that the best way to improve student learning is to invest in the learning of the adults who serve them. - *DuFour, DuFour and Eaker*

# INSTRUCTIONAL COACH

## Interview Scoring Rubric

Interviewer: \_\_\_\_\_ Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

	STRENGTHS	AREAS OF GROWTH
<b>LEADERSHIP</b> <ul style="list-style-type: none"> <li>◆ Collaborative</li> <li>◆ Trustworthy</li> <li>◆ Knowledgeable</li> </ul>		
<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>◆ Openness (Nonverbal/Verbal)</li> <li>◆ Effective Listener</li> <li>◆ Speaking Skills</li> <li>◆ Writing Skills</li> </ul>		
<b>DATA MANAGEMENT</b> <ul style="list-style-type: none"> <li>◆ Pertinent Data</li> <li>◆ Organized</li> <li>◆ Evaluate</li> <li>◆ Presents Next Steps</li> <li>◆ Competent with Data</li> </ul>		
<b>PROFESSIONAL ACCOMPLISHMENTS</b> <ul style="list-style-type: none"> <li>◆ Classroom/Building</li> <li>◆ Relationships with Colleagues (professional reputation)</li> <li>◆ Lifelong Learner</li> </ul>		
<b>INSTRUCTIONAL COMPETENCIES</b> <ul style="list-style-type: none"> <li>◆ Best Practices</li> <li>◆ Technological Fluency</li> <li>◆ Lesson Planning</li> </ul>		

## **JOB DESCRIPTION**

**TITLE:** INSTRUCTIONAL LEAD

**DATE:**

**QUALIFICATIONS:** Iowa Teaching certification  
1 Year employment in Pleasant Valley School District  
3 Years teaching experience

**REPORTS TO:** Building Principal and Teacher Leadership Oversight Team

**JOB DESCRIPTION:** Elementary grade level Instructional Leads as well as K-12 content specialist Instructional Leaders, will serve as the next level of support under of Instructional Coaches. The Instruction Leads will be the communication conduit between the grade levels and special areas and the district level. By capturing the trends in student data, the Instructional Leads will increase the capacity of the Instructional Coaches by adding more support for professional learning. As the Instructional Leads work with colleagues across the district, they will offer support in terms of analyzing student data, creating lessons to support the Iowa Core, and visiting classrooms to offer mentoring/support in real time.

### **PERFORMANCE ROLES and RESPONSIBILITIES:**

The following are roles and responsibilities of Instructional Leads:

- Support the mentoring work of the Instructional Coaches
- Provide grade and/or content level and building level leadership in the areas of curriculum, instruction, assessments, and structural procedures
- Through the PLC structure, will assist with creating common assessments and will review student achievement data to guide instructional decisions and professional development
- Assist in the facilitation of professional learning
- Work with building principals and leadership teams to review district goals and developed aligned building goals
- Serve on appropriate curriculum committees to serve as a communication conduit and resource for classroom teachers
- Willingness to open classrooms to Instructional Models and other teachers for job-embedded professional development
- Provide time to visit and observe the mentee's classroom
- Provide guidance in the development of the professional evaluation portfolio
- Meet with Instructional Coaches and administration weekly to evaluate implementation data gathered from their work and the Instructional Models to ensure that strengths and issues are discussed in a timely manner
- Attend trainings in the area of curriculum, instruction and assessment as needed to advance the work of the district and overall student learning

### **TERMS OF EMPLOYMENT:**

Salary and work year assigned according to the Master Contract with an additional \$4,000 stipend per year. Additional hours (3 days prior to school and approximately eight 4:00 pm meetings) will be required beyond the regular work year/school day and these will be compensated at the blue sheet rate.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.





Interviewer: \_\_\_\_\_

Candidate: \_\_\_\_\_

## **Instructional Lead Interview Questions**

1. Why do you want to be an instructional lead and what unique skills and abilities would you bring to this position?
  
2. Please summarize the evidence you brought with you to show how you have positively impacted student achievement.
  
3. As an instructional lead how do you see yourself helping your PLC function at a high level?
  
4. A teacher shares data with you about one student that is above grade level proficiency and one student that is below grade level proficiency. This teacher is concerned about meeting both students' needs. What support would you offer this teacher?

In closing....

5. Follow-up questions to either of the reflection questions and allow for any questions the candidate may have about the position.

Candidate: \_\_\_\_\_

## **Instructional Lead Written Reflections**

**Please respond to the following questions and email your responses to Stephanie Judkins. Please limit your responses to one page.**

### **Reflection 1:**

Why do you want to be an instructional lead and what unique skills and abilities would you bring to this position?

### **Reflection 2:      Two part question:**

- What is effective instruction?
- How would you work with instructional coaches and model teachers to build capacity in our staff to enhance and improve instructional practice across the school district?

Candidate: \_\_\_\_\_

## **Instructional Lead Written Reflections**

**Respond to the following reflections and email your responses to Brian Strusz. Please limit your responses to one page.**

### **Reflection 1:**

*“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.” – DuFour, Dufour and Eaker*

From the quote above, how do you see yourself as an instructional lead teacher helping your PLC function at a high level?

### **Reflection 2:**

Describe how you would support a new teacher in the mentoring program who would need improvement with (choose only one to reflect on):

- Classroom management
- Lesson Design
- Student engagement

# INSTRUCTIONAL LEAD

## Interview Scoring Rubric

Interviewer: \_\_\_\_\_ Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

	STRENGTHS	AREAS OF GROWTH
<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>◆ Collaborative</li> <li>◆ Trustworthy</li> <li>◆ Knowledgeable</li> </ul>		
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>◆ Openness (Nonverbal/Verbal)</li> <li>◆ Effective Listener</li> <li>◆ Speaking Skills</li> <li>◆ Writing Skills</li> </ul>		
<p><b>DATA MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Pertinent Data</li> <li>◆ Organized</li> <li>◆ Evaluate</li> <li>◆ Presents Next Steps</li> <li>◆ Competent with Data</li> </ul>		
<p><b>PROFESSIONAL ACCOMPLISHMENTS</b></p> <ul style="list-style-type: none"> <li>◆ Classroom/Building</li> <li>◆ Relationships with Colleagues (professional reputation)</li> <li>◆ Lifelong Learner</li> </ul>		
<p><b>INSTRUCTIONAL COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>◆ Best Practices</li> <li>◆ Technological Fluency</li> <li>◆ Lesson Planning</li> </ul>		

## **JOB DESCRIPTION**

**TITLE:** INSTRUCTIONAL MODEL

**DATE:**

**QUALIFICATIONS:** Iowa Teaching certification  
1 Year employment in Pleasant Valley School District  
3 Years teaching experience

**REPORTS TO:** Building Principal and Teacher Leadership Oversight Team

**JOB DESCRIPTION:** Instructional Models will be at each grade level in every elementary building across our district. This grade level support will be necessary since Instructional Leads may not be at each building to provide committed, daily leadership to grade level teachers. Instructional Models will serve as model classrooms for teachers to visit to see the professional development implemented within the walls of a real classroom. Instructional models are also responsible for day-to-day mentoring and support of new teachers within that grade level.

### **PERFORMANCE ROLES and RESPONSIBILITIES:**

The following are roles and responsibilities of Instructional Models:

- Support the mentoring work of the Instructional Coaches and Instructional Lead teachers
- Provide grade and/or content level and building level support in the areas of curriculum, instruction, assessments, and structural procedures
- Provide guidance and support during PLC meetings
- Serve on Building Leadership Teams to facilitate communication between classroom teachers, Instructional Leads and Instructional Coaches
- Work to maintain horizontal and vertical alignment within each building
- Work with Instructional Leads to disaggregate common assessment data to drive instructional decisions within grade level teams
- Communicate grade level needs to Instructional Leads and Instructional Coaches
- Willingness to open classrooms to other teachers for job-embedded professional development
- Provide time to visit and observe the mentee's classroom
- Provide guidance in the development of the professional evaluation portfolio
- Throughout the year meet with Instructional Coaches and Leads to evaluate implementation data gathered from their work to ensure that strengths and issues are discussed in a timely manner
- Attend trainings in the area of curriculum, instruction and assessment as needed to advance the work of the district and overall student learning

### **TERMS OF EMPLOYMENT:**

Salary and work year assigned according to the Master Contract with an additional \$2,000 stipend per year. Additional hours (3 days prior to school and approximately eight 4:00 pm meetings) will be required beyond the regular work year/school day and these will be compensated at the blue sheet rate.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

Interviewer: \_\_\_\_\_

Candidate: \_\_\_\_\_

## **Instructional Model Interview Questions**

1. Please share with us the evidence you brought with you to show how you have positively impacted student achievement in your classroom?
  
2. How do you envision your work as an instructional model elevating rigor and relevance in classroom instruction across the district? Illustrate how you would provide instructional feedback to colleagues and communicate ideas and resources.
  
3. What makes for a successful demonstration lesson that you would model for a teacher in your classroom and how do you envision the classroom model role providing job embedded professional development across Pleasant Valley?
  
4. As a model teacher, part of your role will be to mentor new teachers at your grade level and communicating and sharing ideas with your grade level colleagues in an efficient manner. How do you see yourself being a mentor for new teachers and a leader and resource for your grade level team?
  - At this time Administration and/or Instructional Coaches will ask any follow up questions they had from written reflections or the interview.
  
5. Do you have any questions of us or is there anything else you feel we need to know as we make a decision for this instructional model position?

Candidate: \_\_\_\_\_

## **Instructional Model Written Reflections**

**Please respond to the follow questions and email your responses to Stephanie Judkins and Brian Strusz:**

### **Reflection 1:**

Why do you want to be an instructional model and what unique skills and abilities would you bring to this position?

### **Reflection 2:      Two part question:**

- What is effective instruction?
- How would you work with instructional coaches and lead teachers to build capacity in our staff to enhance and improve instructional practice across the school district?



# INSTRUCTIONAL MODEL

## Interview Scoring Rubric

Interviewer: \_\_\_\_\_ Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

	STRENGTHS	AREAS OF GROWTH
<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>◆ Collaborative</li> <li>◆ Trustworthy</li> <li>◆ Knowledgeable</li> </ul>		
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>◆ Openness (Nonverbal/Verbal)</li> <li>◆ Effective Listener</li> <li>◆ Speaking Skills</li> <li>◆ Writing Skills</li> </ul>		
<p><b>DATA MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Pertinent Data</li> <li>◆ Organized</li> <li>◆ Evaluate</li> <li>◆ Presents Next Steps</li> <li>◆ Competent with Data</li> </ul>		
<p><b>PROFESSIONAL ACCOMPLISHMENTS</b></p> <ul style="list-style-type: none"> <li>◆ Classroom/Building</li> <li>◆ Relationships with Colleagues (professional reputation)</li> <li>◆ Lifelong Learner</li> </ul>		
<p><b>INSTRUCTIONAL COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>◆ Best Practices</li> <li>◆ Technological Fluency</li> <li>◆ Lesson Planning</li> </ul>		

## **JOB DESCRIPTION**

**TITLE:** **TECHNOLOGY INSTRUCTIONAL COACH**

**DATE:**

**QUALIFICATIONS:** Iowa Teaching certification  
1 Year employment in Pleasant Valley School District  
3 Years teaching experience

**REPORTS TO:** Building Principal, District Technology Coordinator, and Teacher Leadership Oversight Team

**JOB DESCRIPTION:** The technology instructional coach will work closely with teachers in planning, teaching and assessing units that will improve students' ability to think critically. In addition, communicating, collaborating and creating with 21st Century skills will be a focal point. While integrating technology will be a visible component in meeting these goals, the focus will be on the Iowa Core, the characteristics of effective instruction and helping students continue to hone their abilities in a digital world.

### **PERFORMANCE ROLES and RESPONSIBILITIES:**

The following are roles and responsibilities of technology instructional coach:

- Collaborate with and support teachers and students in their use of technology in all curricular areas, including modeling and co-teaching.
- Research instructional practices, learning resources and trends in technology that can advance the concepts and skills of the Iowa Core, Early Literacy, and C4K/MTSS through differentiated instruction.
- Coordinate and facilitate professional development directly related to the integrated use of technology in all content areas
- Coordinate and facilitate initial training of technologies currently utilized within the Pleasant Valley Community School District.
- Provide leadership and serve as a liaison between various curriculum committees and district technology initiatives
- Throughout the year meeting with the Director of Technology and Instructional Coaches to evaluate implementation data gathered from their work to ensure that strengths and issues are discussed in a timely manner
- Attend trainings in the area of technology to advance the work of the district and overall student learning

### **TERMS OF EMPLOYMENT:**

Salary and work year assigned according to the Master Contract with an additional \$4,000 stipend per year. Additional hours will be required beyond the regular work year/school day and these will be compensated at the blue sheet rate.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

# Technology Instructional Coach

## Anticipated Time Usage Expectations

2015-2016

### **Approximately 50% of time spent in classroom coaching with teachers, which includes:**

- Cognitive coaching conversations on curriculum, instruction, data, management, etc.
- Co-planning lessons and units (curriculum)
- Demonstration lessons (instruction)
- Observation and feedback
- Co-teaching lessons (instruction)
- Facilitating peer observations, or other collegial learning opportunities
- Participate in PLC's
- Data conversations (whole staff, small group, individual)

### **Approximately 15% of time spent on time for teachers, which includes:**

- Planning for professional development for teachers
- Preparing for demonstration lessons
- Locating resources for teachers
- Researching online for teachers
- Organizing and disseminating materials for teachers
- Preparing data for teachers
- Early release day planning and coordination

### **Approximately 25% of time developing the Technology Instructional Coach Toolkit, which includes:**

- Attending to your own learning and growth
- Coordinating with the other Technology Instructional Coach and Instructional Coaches
- Conferring with principal and district personnel
- Attending instructional coach meetings
- School leadership and/or data team meetings

A *Technology Instructional Coach Toolkit* includes, but is not limited to:

- Iowa Core
- Data-driven education practices (data dialogue)
- Research-based instructional strategies
- Differentiation strategies
- Diverse learner instructional strategies
- Critical thinking strategies
- Student intervention strategies
- Device or program specific strategies (Mimio, Student Response Systems, Document Camera, Edmodo, Google Docs, presentation programs)

### **Approximately 10% of time on other activities, that may include:**

- Staff meetings
- Record keeping/logs
- Email
- Phone calls
- Relationship building

Interviewer: \_\_\_\_\_

Candidate: \_\_\_\_\_

## **Instructional Technology Coach Interview Questions**

1. Why do you want to be an instructional technology coach and what unique skills and abilities would you bring to this position? (Brian)
2. As a technology coach, how would you develop trust and professional relationships with all stakeholders? (Kevin)
3. In the role of a technology coach, there may be times when teachers resist change. How would you respond to those situations? (Ladonna)
4. When you think about your typical day as a technology coach, how will you plan and organize your day? (Megan)
5. If you are successful as a technology coach, what would mark success in three years? (Wendy)
6. Two part question: (Chris)  
What is effective instruction?  
What does effective instruction look like and how can you support teachers to build their capacity?



Candidate: \_\_\_\_\_

## Written Reflections

Please respond to the follow statements and email to Brian Strusz:

**Reflection 1:**

We advocate for learning communities, not teaching communities, and argue that the best way to improve student learning is to invest in the learning of the adults who serve them. - *DuFour, DuFour and Eaker*

**Reflection 2:**

Technology gives us power, but it does not and cannot tell us how to use that power. Thanks to technology, we can instantly communicate across the world, but it still doesn't help us know what to say. - *Jonathan Sacks*

# TECHNOLOGY INSTRUCTIONAL COACH

## Interview Scoring Rubric

Interviewer: \_\_\_\_\_ Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

	STRENGTHS	AREAS OF GROWTH
<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>◆ Collaborative</li> <li>◆ Trustworthy</li> <li>◆ Knowledgeable</li> </ul>		
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>◆ Openness (Nonverbal/Verbal)</li> <li>◆ Effective Listener</li> <li>◆ Speaking Skills</li> <li>◆ Writing Skills</li> </ul>		
<p><b>DATA MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>◆ Pertinent Data</li> <li>◆ Organized</li> <li>◆ Evaluate</li> <li>◆ Presents Next Steps</li> <li>◆ Competent with Data</li> </ul>		
<p><b>PROFESSIONAL ACCOMPLISHMENTS</b></p> <ul style="list-style-type: none"> <li>◆ Classroom/Building</li> <li>◆ Relationships with Colleagues (professional reputation)</li> <li>◆ Lifelong Learner</li> </ul>		
<p><b>INSTRUCTIONAL COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>◆ Best Practices</li> <li>◆ Technological Fluency</li> <li>◆ Lesson Planning</li> </ul>		