

Worth County Schools
School Improvement Specialist
Job Description



MINIMUM REQUIREMENTS:

1. Education Level: Master’s degree or above
2. Certification/License Required: Valid Georgia teaching certificate
3. Experience: 10 years successful teaching experience
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Written and Oral Communication; leadership; organization; interpersonal skills; collaboration, word processing; data-based management; and instructional technology integration.

REPORTS TO: Direct Supervisor –Principal; Director of Federal Programs; Director of Curriculum & Instruction

FUNDING SOURCE: Title I-A and/or Title II-A

DESCRIPTION: An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. In PLCs, we focus our one-on-one and small group support for teachers, coaches, and school leaders around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning.

PERFORMANCE RESPONSIBILITIES:

- | | | | | |
|--|----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| 1. Demonstrate prompt and regular attendance. | <input type="checkbox"/> Level I | <input type="checkbox"/> Level II | <input type="checkbox"/> Level III | <input type="checkbox"/> Level IV |
| 2. Maintains the confidentiality of teachers to uphold the integrity of the coaching framework. | <input type="checkbox"/> Level I | <input type="checkbox"/> Level II | <input type="checkbox"/> Level III | <input type="checkbox"/> Level IV |
| 3. As an Instructional Specialist, aligns instruction with curriculum to meet the needs of all students.
a. Coaches all teachers on methodologies & best practices that can be used to deliver content effectively. | <input type="checkbox"/> Level I | <input type="checkbox"/> Level II | <input type="checkbox"/> Level III | <input type="checkbox"/> Level IV |
| 4. As a Data Coach, ensures that student achievement data is used to drive decisions at the classroom & school level.
a. Works with individuals or groups to facilitate conversations around data-driven instructional decisions. | <input type="checkbox"/> Level I | <input type="checkbox"/> Level II | <input type="checkbox"/> Level III | <input type="checkbox"/> Level IV |
| 5. Provides regular and ongoing support to system and school initiatives to improve the overall effectiveness of classroom instruction.
a. Visit’s teacher’s classrooms to model, co-teach, or observe instruction.
b. Conducts pre-and post-visit conferences with teachers to facilitate reflection. | <input type="checkbox"/> Level I | <input type="checkbox"/> Level II | <input type="checkbox"/> Level III | <input type="checkbox"/> Level IV |

- c. Conducts pre-and post-visit conferences with teachers to facilitate reflection. Level I Level II Level III Level IV
6. Serves as the curriculum specialist for the school ensuring implementation of the adopted curriculum.
- a. Helps teachers unpack required curriculum standards. Level I Level II Level III Level IV
- b. Assist teachers in designing and implementing lesson plans and assessments that reflect the use of best practices for the purpose of providing instruction that will increase academic achievement. Level I Level II Level III Level IV
7. Increases the novice and/or ineffective teacher's instructional skills and supports schoolwide induction activities through a well-designed coaching plan.
- a. Works with novice teachers holding induction-level certifications. Level I Level II Level III Level IV
- b. Works with ineffective teachers as identified through formative assessment data, summative assessment data, classroom observations, and other pertinent identification methods. Level I Level II Level III Level IV
8. Assists in the analysis of instructional needs and the Development of the Schoolwide/School Improvement Plan. Level I Level II Level III Level IV
9. Assists teachers in securing appropriate resources for the purpose of implementing the School Improvement Plan. Level I Level II Level III Level IV
10. Assists teachers in using research-based instructional strategies for the purpose of addressing academic deficiencies appropriately and providing opportunities to accelerate academic performance. Level I Level II Level III Level IV
11. Assists the school's leadership team in monitoring the implementation of actions and strategies included in the Schoolwide/School Improvement Plan for the purpose of assisting the school in meeting the identified goals. Level I Level II Level III Level IV
12. Assists in the evaluation of progress toward the goals of the Schoolwide/School Improvement Plan with a focus on results and make suggestions to modify plan as results dictate. Level I Level II Level III Level IV
13. Guide and assist in the development of teaching units and common assessments for the purpose of gathering data that will be used to target specific content areas. Level I Level II Level III Level IV
14. Work with the principal and school's leadership team for the purpose of developing and implementing a professional learning plan that addresses professional development needs. Level I Level II Level III Level IV
15. Work with teams of teachers to build understanding of how teaching practices lead to different results in the classroom. Level I Level II Level III Level IV
16. Facilitate professional learning communities.

- a. Models sound data analysis techniques. Level I Level II Level III Level IV
 - b. Designs collaborative, job-embedded, standards-based professional learning that improves instructional practices in the classroom. Level I Level II Level III Level IV
 - c. Assists with coordinating & planning effective school-level professional development in cooperation with the school principal, Director of Curriculum & Instruction, school leadership team, and staff. Level I Level II Level III Level IV
 - d. Provide training on use of data and assessments to improve student learning. Level I Level II Level III Level IV
17. Perform, professionally and efficiently, other duties and responsibilities as assigned and in accordance with allowable duties under Title I-A/Title II-A. Level I Level II Level III Level IV

TERMS OF EMPLOYMENT: 205 day position. Salary based on board approved certified teacher salary schedule.

EVALUATION: Performance of this job will be evaluated annually by the superintendent.

Rating points: Level 1 = 1pt.; Level 2 = 2pts.; Level 3 = 3pts.; Level 4 = 4pts.

Level I = Needs Improvement; Level II = Developing; Level III = Proficient; Level IV = Exemplary

Overall Performance Rating Scale:

Rating Level	Level I (35%)	Level II (60%)	Level III (85%)	Level IV
Scoring Rubric	<u>0-34</u>	<u>35-58</u>	<u>59-82</u>	<u>83-96</u>

Year of Evaluation: 2019-2020

Rating: 0

Comments:

Employee's Signature

Date

Principal's Signature

Date