



Board of Education of the City of St. Louis
CAREER OPPORTUNITY

Position Title:	Academic Instructional Coach (all levels)
Payroll/Personnel Type:	10.5 Month
Reports to:	Building Principal

Position Summary:

St. Louis Public Schools is seeking Academic Instructional Coaches to serve under the supervision of the Academic Office. Academic Instructional Coaches will be instrumental in assisting teachers in improving communication arts and math content instruction and providing assistance to students to ensure that a significant increase in student achievement will occur as measured by student performance on a variety of assessments.

Essential Functions:

- **Resource Provider**—expands teachers’ use of a variety of resources to improve instruction
- Assist teachers in organizing and selecting research-based learning strategies and processes that support constructivist instruction, are aligned to the Common Core Standards, and support the District curriculum
- Share research, best practices, and emerging trends with the school staff through job embedded professional development opportunities, formal professional development presentations, and individualized co-developed action plans for teachers

- **Instructional Specialist**—aligns instruction with curriculum to meet the needs of all students
- Provide support to teachers by effectively modeling, teaching, affirming, supporting, observing, and providing constructive feedback to instructional staff
- Assist teachers in identifying and implementing research-based teaching strategies that support individual student learning needs through the appropriate use of instructional and cognitive coaching techniques
- Identify and assist teachers in implementing methods for motivating students to engage in effort-based work that is cognitively challenging leading to increased student academic achievement in communication arts and math content areas
- Facilitate on-going collaboration with teachers to monitor, support, and adjust teaching strategies to ensure equity and excellence/achievement for all students
- Support all staff members in aligning small group interventions with classroom instruction

- **Curriculum Specialist**—ensures implementation of adopted curriculum
- Work with teachers to increase content knowledge and better understand the structure of the written, taught, and tested curriculum
- Dissect standards to guide identification of essential knowledge and skills
- Work with district curriculum specialists to ensure implementation of adopted curriculum

- **Classroom Supporter**—increases the quality and effectiveness of classroom instruction
- Support instruction inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback
- Engage in diagnostic teaching to support teachers with struggling students. Based on the diagnostic teaching, Academic Instructional Coaches will develop with the classroom teacher an intervention plan with an accompanying progress monitoring plan that is aligned to classroom instruction to ensure student progress and achievement
- Provide support to students by observing, instructing, progressing monitoring/assessing providing instructional feedback so students own their data and can transfer learning to changing contexts and content
- Monitor classroom instructional activities in a non-evaluative manner and maintain open communication with school and district staff regarding challenges, achievements, or supports needed



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- Work effectively with students to enhance the instructional process
- Work effectively to help teachers set up strategies and resources for involving parents in the academic achievement process of their children

- **Learning Facilitator**—designs collaborative, job-embedded, standards-based professional learning
- Provide professional development for all staff in implementing appropriate interventions
- Deliver professional development to teachers using methods proven effective through research and practice
- Provide opportunities for teachers to be reflective in their practice
- Use the coaching cycle to provide job-embedded professional development opportunities

- **Mentor**—increases instructional skills of the novice teacher and supports school wide induction activities
- In conjunction with Induction Coordinators and assigned mentor teachers, serve as role model; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics, ultimately building teacher capacity

- **School Leader**—works collaboratively with the school’s formal leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results
- Serve on committees, such as a school improvement team; support school initiatives; or represent the school on community or district task forces or committees
- Share the vision of the school, align his or her professional goals with those of the school and district, and share responsibility for the success of the school as a whole
- Function effectively as a member of a team and as a team leader to work with teachers, principals, and district staff
- Meet with the principal weekly to determine focused learning objectives for grade-levels, individual classrooms or specific content areas, plan weekly activities, report on progress, challenges, and/or supports needed
- Lead the intervention team to assess, plan, progress monitor, and refine as necessary focused instructional interventions

- **Data Coach**—ensures that student achievement data drives instructional decisions at the classroom and school level
- Guide teams of teachers and individual teachers in analyzing student data (formative and summative) to develop student learning goals by grade level/content and identify best instructional practices, structures, programs, or curriculum to address identified needs.
- Implement a system for evaluation and interpretation of test data to improve the quality of student instruction

- **Catalyst for Change**—creates disequilibrium with the current state as an impetus to explore alternatives to current practice
- Build relationships to foster a safe, trusting environment for teachers
- Engage teachers in reflective thinking while looking at their own instructional practices critically and analytically

- **Learner**—models continuous learning, to keep current, and to be a thought leader in the school
- Participate in on-going professional development and learning to hone and develop skills, knowledge and processes that support learning, instruction, and the requirements of the position
- Use reflection as a process to support own learning. Through a weekly coaching log, all work will be documented

