

TITLE: Secondary Reading Instructional Coach/Interventionist, 6-12.

QUALIFICATIONS:

1. CT State Certification Remedial Reading (#097 or #102) required;
2. Strong background in research-based instructional practices;
3. Strong background in differentiated instruction and the ability to program for all students;
4. Strong background in curricular content
5. Knowledge of effective instructional strategies, assessment tools and researched based “best practices”;
6. Experience with administering assessments, data collection and analysis of students’ various stages of growth and development;
7. Ability to use data to assess, monitor, and improve teaching and student performance;
8. Excellent collaboration, interpersonal and communication skills – including written and verbal;
9. Ability to prepare and present professional learning opportunities;
10. Experience in developing, revising , implementing and evaluating curriculum;
11. Ability to integrate technology into the learning environment for both staff and for students, including the ability to maximize district software programs;
12. Ability to lead, inspire, support and motivate; must be positive, trustworthy and committed to promoting district’s and the school’s vision, mission and goals;
13. Self-motivated individual with the ability to work independently and collaboratively - ability to bring new ideas to the team;
14. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

REPORTS TO: Supervisor of Curriculum and Accountability

JOB GOAL: The Secondary Reading Instructional Coach /Interventionist will provide on-going coaching to promote solid Tier 1 instructional practices and to support the professional growth of each certified teacher within his/her building.

He/She will work collaboratively with assigned grade level or subject area teams to review common strengths and areas of need in regards to the team’s overall level of knowledge and implementation of research-based instructional practice strategies. The Instructional Coach/Interventionist will guide members of the content/ grade level team to focus on instructional practices based on students’ academic/behavioral data.

The Instructional Coach/Interventionist will set up co-planning conference times, in-class visit times and post-visit debriefing times with staff. The Instructional Coach may also model classroom lessons by planning and delivering direct instruction to students.

The Instructional Coach /Interventionist will utilize student data to plan differentiated coaching sessions for staff and to best meet the needs of all students. He/She will be responsible for providing professional learning opportunities, and for communicating information about research-based best practices and instructional resources throughout the year. He/She will also work to support the goals of the building Principal, Department Leaders/Subject Area Specialists

and Central Office Supervisors; which include assisting with the development and implementation of the School's Improvement Plan (SIP) and assistance with the school's SRBI process.

The Instructional Coach/Interventionist may be assigned intervention courses within their area of certification not to exceed sixty percent (60%) of their work schedule.

PERFORMANCE RESPONSIBILITIES:

Instruction:

1. Assists teachers with planning solid Tier 1 lessons which are differentiated and aligned to all students' needs;
2. Assists teachers with curriculum pacing, mapping, and the development, implementation and analysis of formative assessments and results;
3. Leads collaborative conversations around student data, teaching and learning;
4. Models in-class lessons for students and staff;
5. Maintains visibility in classrooms, coaching, observing, co-teaching and/or working directly with students as necessary;
6. Researches and provides instructional resources for teachers;
7. Instruct intervention courses within their area of certification not to exceed sixty percent (60%) of their work schedule.

Professional Development:

1. Provides a variety of professional learning opportunities on Tier 1 instructional practices
2. May provide district-wide or school based professional learning opportunities
3. Regularly communicates research, articles and recommended resources with all

Other:

1. Assumes such other functions as may be delegated or assigned by the Supervisor of Curriculum and Accountability

TERMS OF EMPLOYMENT:

Per Meriden Federation of Teachers Contract

EVALUATION:

Performance of this job will be evaluated in accordance with the Board's policy on Evaluation of Certified Staff.