



POSITION DESCRIPTION

JOB TITLE: Instructional Coach - Literacy Job Class: 5126		
DATE	DEPARTMENT OR SCHOOL Varies	DIVISION
BARGAINING UNIT: MTEA		FLSA STATUS: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non exempt
Pay Schedule:	Pay Range:	Management Approval:
<p>POSITION SUMMARY and PURPOSE: The Instructional Coach is a non-evaluative, non-supervisory teacher position that will work with the district literacy personnel and teachers to support the implementation of the comprehensive literacy plan. The Instructional Coach will use data tools to provide technical assistance in the early identification of students in need of additional support, and to develop and implement intervention strategies with schools to meet student needs. The Instructional Coach will also monitor and report on the implementation efforts of the strategies.</p>		

ESSENTIAL FUNCTIONS: Indicate the approximate percentage of time devoted to each major task or group of related tasks. Summarize position in no more than 15 tasks, each of which requires at least 5% of incumbent's time.

NOTE: An essential function must meet the following criteria:

- 1) The reason the position exists is to perform that function,
- 2) No other employee is available to perform that function,
- 3) The function is highly specialized, and
- 4) Removing the function would fundamentally alter the job.

1. Use data tools to provide technical assistance in the early identification of students in need of academic intervention.
2. Support implementation of academic intervention strategies for identified students.
3. Develop, design and model lessons, units and projects including interdisciplinary lessons and projects which support the comprehensive literacy plan.
4. Provide district and school level professional development around literacy, including Saturday Academies.
5. Communicating information to and from schools/teachers and MPS departments/divisions on school efforts to implement academic intervention strategies and student progress.
6. Independently manage multiple key initiatives and achieve identified results.
7. Analyze, interpret and utilize data to help, implement and manage intervention strategies.
8. Participate in the development of school improvement plans.
9. Build trust to facilitate change, plan strategically and distribute leadership.
10. Participate in the Project Creating Independence through Student Owned Strategies (CRISS) training.

11. Maintain records and complete paperwork as required.
12. Actively supports the MPS Strategic Plan.
13. Performs other duties as assigned.

SUPERVISION RECEIVED: (Indicate the extent to which work assignments and methods are outlined, reviewed, and approved by others.)

SUPERVISION EXERCISED: (List the number and titles of personnel directly supervised. Specify the kind and extent of supervision exercised by indicating one or more of the following: (a) assign duties; (b) outline methods; (c) direct work in process; (d) review completed work; (e) sign or approve work; (f) make hiring recommendations; (g) prepare performance appraisal; (h) take or recommend disciplinary action.

JOB REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Education Requirements (Include certificates, licenses, and/or registrations required.)

Master's degree from an accredited college/university is preferred.
Valid five year teaching license (Elementary K-8: 088, 086, 72/777, High School: 316, 317, 300.

Experience Requirements

Minimum of five years of successful teaching experience as a fully certified teacher.
Experience in providing professional development sessions at the district level or significant demonstration that goes beyond working with staff at one school alone.

Knowledge, Skills, and Abilities

Knowledge of instructional practices related to a standards-based format and aligned to the Wisconsin Model Academic Standards. Proficient in the use of computer applications, including Microsoft Excel and Power Point, ESIS, SAP and online courses. Knowledge of Reading A-Z, RAZ – Kids (grades K-8) and my Access (grades 4-12) programs. Knowledge of Project CRISS, Academic Vocabulary and Marzano's instructional strategies. Excellent written and verbal communication skills, including the ability to develop and deliver effective professional presentations and trainings.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

General office environment.
Reasonable accommodations requested by qualified individuals with disabilities will be made in accordance with the Americans with Disabilities Act (ADA) of 1990.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation.

General office environment, must be able to handle light lifting and occasional standing, bending.

THIS DESCRIPTION DOCUMENTS THE GENERAL NATURE AND LEVEL OF RESPONSIBILITY ASSOCIATED WITH THIS POSITION. IT IS NOT INTENDED TO BE A COMPREHENSIVE LIST OF ALL ACTIVITIES, DUTIES AND RESPONSIBILITIES REQUIRED OF INCUMBENTS. IT IS NOT INTENDED TO LIMIT OR MODIFY THE RIGHT OF ANY SUPERVISOR TO ASSIGN, DIRECT, AND MONITOR THE WORK OF EMPLOYEES UNDER SUPERVISION.

