

Job Title: Science Instructional Coach

Wage/Hour Status: Daily, Exempt

Reports to: Superintendent

Pay Grade: Professional Schedule

Dept./School: All Levels

Date Revised: June 9, 2009

Primary Purpose:

Acts as a support teacher and campus instructional specialist for the campus principal(s) to assist teachers in improving science instruction on the campus. The campus science instructional coach will not be assigned to regularly scheduled classes nor be used as a substitute teacher.

Qualifications:

Education/Certification:

Bachelor's degree

Valid Texas teaching certificate in science or related professional experiences

Highly Qualified teacher with certification in science and/or possibly other areas with related professional experience

Special Knowledge/Skills:

- In-depth pedagogical/content knowledge of subject-specific (science) processes, acquisition, assessment, and instruction
- Demonstrate leadership ability in working with other administrators, teachers, students, parents and the general public
- Demonstrate ability in communication, organizational, presentation, curriculum writing, and implementation skills

Experience:

Five years exemplary teaching experience preferred with at least three years teaching science

Major Responsibilities and Duties:

Instructional and Program Management

1. Helps in setting goals and activities for the campus as a member of the Campus Improvement Team (CIT).
2. Provides feedback related on student science achievement to campus and district personnel.
3. Demonstrates "best practice" models and strategies for teachers in a classroom setting and providing follow-up discussion through reflective teaching/coaching practices.
4. Acts as campus and parent science literacy support liaison.
5. Makes contact with students through multiple delivery models (i.e. demonstration lessons modeling best practices, instructional content-focused coaching to teachers).
6. Duties to include the following activities:
 - a. Attends professional development training.
 - b. Collaborates with campus staff.
 - c. Conducts campus staff development.
 - d. Models "best practice" strategies
 - e. Participates in conferences related to student, teacher, and parent needs.
 - f. Coordinates inter-campus resources for K-12 Science instruction.
 - g. Provides pedagogical/content knowledge support to first year teachers.
 - h. District, campus, and student data disaggregation.



- i. Coordinates development of benchmark assessments for content area.
- 7. Supports and encourages teacher sharing of exemplary practices, lessons and assessments, as well as teacher leadership through reflective teaching practices and utilization of the C-Scope curriculum framework.
- 8. Meet with principal(s) once a week for planning /debriefing and meets with campus teachers regularly to provide feedback.

School/Community Relations

- 9. Interacts and provides information to the community regarding science programs.
- 10. Provides workshops designed to assist parents in helping their children to become better scientists.
- 11. Promotes and communicates high expectations of student performance.

Professional Growth and Development

- 12. Attends appropriate professional development in the area of science regionally and at the state level.
- 13. Conducts professional development training for campus staff in science research and methodologies.
- 14. The professional development plan for the campus science coach may include, but may not be limited to, training in the following areas:
 - a. Modeling and co-teaching in the classroom.
 - b. Visiting other campuses to view science activities.
 - c. Administering and interpreting assessments to determine reading intervention strategies for struggling readers and writers.
 - d. Implementing models essential to AISD Curriculum, lesson plans, and lesson models.
 - e. Communicating and working with others on an interpersonal level.
 - f. Collaborating with other regional science coach.

Additional Responsibilities

- 15. Assists Superintendent, Principals, and teachers as needed in areas including:
 - a. Teaching materials evaluation, data disaggregation, benchmark assessments, intervention strategies
 - b. Scheduling
 - c. Liaison with Special Ed and LEP
 - d. TAKS preparation
- 16. Other duties assigned related to struggling students.
- 17. Evaluates programs and manages budgets as necessary

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress; occasional prolonged and irregular hours; minimal local, regional, and state travel.

Terms of Employment

197 days; salary to be established by the Board of Trustees.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

Accepted by _____ Date _____

The Anthony ISD does not discriminate in it's educational programs or employment practices on the basis of race, color, religion, Sex, national origin, age, disability, military status, or off any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, or IX and Section 504 may be referred to the district compliance officer.

