

**GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION**

Job Title:	Title I Instructional Specialist	Wage/Hour Status:	Exempt
Reports to:	Principal and Assist. Supt. of C&I	Admin/Prof Pay Grade:	103 (212 days)
Dept./School:	Central Administration Office	Date Revised:	08/25/2021

Primary Purpose:

The Instructional Coach is a critical lever in improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related the Texas Essential Knowledge and Skills (TEKS) and Data Driven Instruction. An instructional coach is a learner who models continuous improvement, lifelong learning, and goes above and beyond to ensure student success. All instructional coaches work collaboratively as a team with members of the Curriculum & Instruction team and Campus Leadership Teams. Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.

This is NOT a supervisory position and DOES NOT include evaluation of colleagues.

Qualifications:

Education/Certification:

Bachelor's Degree from accredited university

Valid Texas teaching certificate

Advanced Education Leadership (AEL) certification, Instructional Leadership Training (ILT), or Instructional Leadership Development (ILD)

Special Knowledge/Skills:

Working knowledge of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to speak effectively before groups of parents, students, and staff

Ability to implement policy and procedures

Ability to interpret data

Strong organizational, communication, public relations, and interpersonal skills

Bilingual, preferred

Experience:

Three years of experience as a classroom teacher

Two years of experience in instructional leadership roles

Major Responsibilities and Duties:

1. Establish positive and supportive relationships with teachers and administrators.
2. Collaborate with district, principal, and school leadership/improvement teams.
3. Provide support for new and experienced teachers through coaching cycles, training, professional learning, and mentoring.
4. Observe, co-teach, model, and provide feedback on effective instructional practices.

5. Support district-wide efforts including: guaranteed and viable curriculum, assessment development, high-quality instructional practices, effective use of data, and the advancement of collaborative teams for a highly functioning Professional Learning Community.
6. Facilitate training and coaching in learning practices, access to challenging content, feedback through formative assessment, EL strategies, differentiation, classroom management, and individual instruction.
7. Build teacher capacity to engage students in innovative learning experiences that best align research-based instructional strategies and appropriate digital tools and resources to the intended level of thinking within the content.
8. Support teachers to incorporate new instructional practices and technologies into the curriculum.
9. Collaborate with teams of teachers to support lesson planning and to facilitate the use of student work and performance data to make informed instructional decisions.
10. Support teachers in implementing Continuous Improvement philosophy and tools to support and improve classroom systems, instruction, and student learning.
11. Coordinate distribution of district provided instructional materials.
12. Assist in development, implementation, and follow-up support of district-level and campus professional learning.
13. Participate as a collaborative member of the Professional Learning Community, identifying areas of improvement, learning together, sharing new ideas, and building capacity for strong instructional leaders throughout the district.
14. Attend regular training and collaborative meetings at the district level.
15. Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.

Policy, Reports, and Law

16. Assist with the collection, processing, and distribution of at-risk data for students assigned to Title I campuses in the District.
17. Compile, maintain, and file all reports, records, and other documents required. Ensure that accurate at-risk data is reported to the respective Title I campuses.
18. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

Other

19. Work with campus administration to compile cost estimates based on documented program needs.
20. Follow district safety protocols and emergency procedures.
21. Perform other duties as assigned.

Working Conditions:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: Travel between assigned campuses; may work prolonged or irregular hours

Mental Demands/Physical Demands/Environmental Factors: Work with frequent interruptions; Maintain emotional control under stress.

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.