



JOB DESCRIPTION

Job Title	Instructional Coach – Talented and Gifted
Department	Teaching and Learning
Reports To	Building Principal
Classification	Certified
Location	
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Instructional Coach – Talented and Gifted supports the construction and implementation of the school's Equitable Multilevel System of Supports (EMLSS) by braiding academic standards with social and emotional learning. This includes supporting professional learning for staff with differentiation strategies in meeting the needs of students that are achieving at high levels. Responsibilities include working with school administration and teachers to improve student achievement within the framework of the EMLSS. The Instructional Coach – Talented and Gifted is responsible for supporting students that are achieving at high levels and receive services as part of Talented and Gifted. The Instructional Coach – Talented and Gifted serves as part of the school leadership team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Essential Job Functions

- Model and braid best practices of the Equitable Multilevel System of Supports framework through an equity lens including but not limited to:
 - culturally responsive practices
 - collaboration skills and protocols
 - guaranteed viable curriculum
 - curricular learning targets
 - high quality instruction
 - differentiation of instructional materials and practices
 - technology integration
 - classroom management
 - data analysis
 - balanced assessment system
 - family engagement

- connections between academic and social and emotional learning
- Provide coaching and support implementation and fidelity of the universal curriculum on differentiation practices in all content areas.
- Support the district's equity work.
- Participates on the school's Tier II and Tier III teams when appropriate.
- Coach grade level teachers and grade level teams on how to strategically use time structures to meet the needs of students needing Tier II/III supports for Talented and Gifted (TAG).
- Collaborate with classroom teachers and interventionists, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- Provide diagnostic assessments for students as needed.
- Develop coaching practices (student-centered, modeling, co-teaching, notice and name, etc.) to support teachers in/with implementation of effective instructional practices.
- Support and provide professional learning.
- Support and implement assessment tools and student achievement data management system at the building level.
- Collaborate with others to identify and meet the professional development needs of the school and district staff.
- Participate in ongoing professional learning.
- Collaborate with the directors and coordinators from Teaching and Learning, Student Services and Special Education, and other internal stakeholder departments.
- Promote and advocate for student-centered processes and asset-based language.
- Demonstrate strong content and pedagogical skills and content expertise.
- Effectively build positive culture through relationships with students and adults, including families and other stakeholders.
- Provide on-going, job-embedded coaching to teachers based on research around coaching cycles and cycles of professional learning including formal and informal professional learning.
- Assist teachers with designing and implementing instructional decisions and classroom management based on assessment data and culturally responsive practices.
- Contribute to the development of systems and structures to improve teacher practice within schools.

Ancillary Job Functions

- Perform other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Bachelor's degree in education.
- Wisconsin teaching license at the appropriate developmental or grade levels of their students.
- Minimum of 3 years of successful teaching experience.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master's degree in education.

- Experience in instructional coaching or related role.
- Gifted and Talented Teacher and Coordinator certification

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Willingness to engage in ongoing learning of evidence-based instructional practices.
- Excellent interpersonal and communication skills.
- Strong organizational skills.
- Knowledge in the areas of instructional methods, curriculum, and assessment.
- Ability to build and maintain effective relationships with school administrators, staff, students, and families.
- Demonstrate an understanding and use of equitable and culturally responsive practices.
- Ability to keep up to date with current events and technology in the business and post-secondary sectors.
- Ability to maintain curricular and industry knowledge.
- Ability to facilitate meetings and professional development opportunities.
- Excellent verbal and written communication skills.
- Knowledge in using a variety of assessment tools.
- Knowledge of research-based instructional strategies that will engage all students.
- Willingness and ability to assume a leadership position.
- Willingness to engage in equity trainings.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.