

Hobbs Municipal Schools Job Description

Position: Middle School Instruction Coach

Supervisor: Deputy Director Secondary Instruction

General Job Description: Builds capacity of teachers in high-yield pedagogical strategies across content areas through professional learning, coaching, and in-classroom support with curriculum, instruction, assessment, and student-centered, equity driven instructional practices. Supports teachers at campuses with curriculum and content planning. Engages in data-driven conversations to support student and teacher growth. Collaborates with campus administrators in the alignment of campus instructional practices to increase student achievement and campus outcomes/goals. Creates, presents, and supports presentations for professional development offerings in collaboration with the Secondary Directors and District Leadership. Supports curriculum development in Literacy as well as other instructional initiatives. Builds capacity at campuses in order to improve outcomes and student achievement by supporting research-based instructional practices for effective daily instruction. Focuses on supporting the highest needs campuses as an equity strategy designed to improve outcomes for *ALL* students.

Qualifications:

1. Demonstrates a growth mindset in working with and building strong relationships with teachers.
2. Hold an Instructional Level II or III license, and have a minimum of three years of effective teaching practice, as evidenced by performance evaluations scored at least at satisfactory and by increased student achievement;
3. Submit to a fingerprint-based background check if not already employed by the district; and
4. Be an effective and active model for teachers through providing embedded professional development.

Essential Duties and Responsibilities:

1. Accurately demonstrate knowledge of the content area and approved curriculum.
2. Conduct coaching cycles which include pre-conferring, observing, analysis of data, and conferring with the teacher
3. Analyze instructional practice and provide meaningful and timely feedback to educators.
4. Plan collaboratively with educators for the continuation, modification, or addition of specific skills and strategies in response to feedback and data;
5. Model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies, or approaches;
6. Co-teach in the classroom as a means of providing support and guidance to teachers in the context of modeling and coaching;
7. Demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools;
8. Participate in and strengthen PLCs;
9. Plan, implement, and evaluate professional development in and across content areas that take into account adult learning principles;
10. Reflect on their own work and use that reflection to improve coaching;
11. Provide educators with coaching on effective delivery of research-based instruction appropriate to the content area.
12. Improve classroom implementation of differentiation and use of instructional strategies for students with special needs, English language learners, gifted, and other subgroups.
13. Coach educators on the use of culturally responsive pedagogy.
14. Exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning;
15. Gather and use data from multiple sources, especially from formative assessments, to guide instruction and make decisions about coaching;
16. Respond to all other duties as assigned.