



UNIVERSITY SCHOOLS

JOB DESCRIPTION

Exhibit A

JOB TITLE: New Teacher Coach

REPORTS TO: Director of Schools

JOB FAMILY: Certified
FLSA – Exempt [X] Non-Exempt []
PAY RANGE CODE/STEP: Administrative/Professional/Technical
Schedule - Educational Coach Range 1

DAYS PER YEAR: 190
FTE: 1.0

Summary/Objective

The New Teacher Coach serves as a member of the Instructional Leadership Team and is responsible for having a vision for safeguarding the progression and retention of new staff.

The University Schools New Teacher Induction program is designed to strengthen instruction, teacher retention, and student achievement by providing teachers new to the elementary, middle, or high school information related to rigorous, research-based topics -- while paying attention to the concrete needs and realities of the induction teachers.

The University New Teacher Coach is responsible for oversight and administration of the Induction Program including: working with recent graduates and teachers new to the system in their school setting; creating and developing a professional learning community among the cadre of induction teachers; overseeing all aspects of the work the induction mentor teachers perform; developing a calendar and timeline of induction events and activities; and planning and implementing all induction-focused professional learning for mentors, new teachers, and school leaders. In addition, the New Teacher Coach, often partnering with various mentors, will conduct walk-through classroom observations with all inductees – providing post-observation descriptive feedback and support. Those data collected during observations might also provide focus for induction meetings and/or small-group learning sessions.

Skilled, veteran teachers, serving as mentor teachers, will be recruited and partnered with a teacher new to University Schools. Mentor teachers will receive induction support through professional learning, pacing calendars regarding when and how to share critical information, and assistance with classroom observations and post-observation feedback and support based – including information contained in the professional learning plan.

Because the University Induction Program serves both novice and experienced teachers, it is essential for the New Teacher Coach to establish and coordinate a tiered program of support.

Essential Duties and Responsibilities

Induction and New Teacher Instructional Coach

- Oversee the creation, implementation, and ongoing work of a State of Colorado approved induction program for University Schools.
- Plan and implement all induction-focused professional learning for mentors, new teachers, and school leaders.
- Develop a calendar and timeline of induction events and activities.
- Assist in writing, implementing, and monitoring of teacher professional growth plans.
- Provide coaching to individual and/or groups of new teachers based on school-wide areas of focus and professional growth plans to improve classroom instruction for all learners.
- Assist new teachers in learning about, implementing, and sustaining the use of research-based instructional strategies to increase student achievement.
- Provide guidance and support to induction teacher in planning, delivering, and reflecting on classroom instruction.
- Use a variety of coaching techniques to co-plan and co-teach classroom lessons based on student evidence and teacher requests or needs.
- Work with new teachers to ensure student ownership and engagement through investigation, inquiry, and student choice.

- Assist new teachers with collecting and using formative and summative assessment data to inform revisions, next steps, and future planning.
- Serve as a classroom observer to strengthen instruction and coach new teachers as they implement and sustain school-wide areas of focus.
- Encourage and support teachers in being reflective practitioners noting thoughts and practices before, during, and after instruction as related to University Schools' philosophy and practices.
- Conduct teacher observations and/or walkthroughs to provide feedback to facilitate teacher reflection and growth.
- Recruit, train, and coach mentor teachers to strengthen knowledge and skill sets related to working with adults; good, first instruction, walkthrough observations and feedback strategies, and coaching strategies for novice and veteran teachers new to University Schools – and other topics as requested by mentors.
- When needed or requested, provide professional learning opportunities to members of the Instructional Leadership team related to working with adults; good, first instruction, walkthrough observations and feedback strategies, and coaching strategies for novice and veteran teachers new to University Schools – and other topics as requested by leaders.
- Communicate, on a regular basis, with the Director, school-level administrators, and other coaches regarding updates in new teacher and induction work, budget management, program management, and data collection focused on matters of induction and new teacher growth and needs.

Professional Development

- Partner with administration to support new teacher development.
- Coordinate with other coaches in the planning, developing, and facilitating of professional learning opportunities for new and veteran teachers and administrators.
- Create opportunities for in-depth discourse among new teachers and administrators.
- Collaborate with the instructional coaching team in order to develop skills and strategies.
- Attend to coach's own professional development through attending conferences and reading professional literature and research.
- Collect after-session data, walkthrough data, and other information to inform revisions, next steps, and implementation.

Curriculum

- Collaborate with University Curriculum Coach for the purpose of staying abreast of curriculum and assessment information.
- Collaborate with teachers to create a culture of rigor, inquiry, and reflection by probing ideas and further pressing students to expand their intellect.

Data Collection

- Collaborate with mentor teachers, other coaches, and administrators to analyze and reflect on classroom walkthrough data to determine appropriate changes to improve teaching and learning.
- Equip mentor teachers to establish and conduct data cycles and discussions throughout units of study.

Knowledge and Abilities

- Clear understanding of University Schools Mission and Vision and overall student-centered philosophy, knowledge of current research related to instructional design and delivery, student-centered instruction, and adult learning.
- Skills to serve as an ambassador for University Schools in building and maintaining relations with stakeholders.
- Ability to successfully build and maintain trusting, respectful, and professional relationships with teachers and administrators at every level.
- Knowledge of best practices in curriculum, instruction and assessment, professional development, and school improvement.
- Knowledge and skills to conceptualize and frame ideas for new work.
- Knowledge of project management and ability to lead long-term projects at all levels.
- Knowledge of the principles of adult learning theory.
- Ability to design and deliver professional development on a range of topics related to professional learning communities, standards-based education, good first instruction, data collection and use, school improvement, assessments.
- Excellent oral and written communication skills, including strong presentation and facilitation skills

- Desire to serve as a self-directed learner by living a literate life and sharing insights from authors, researchers, other educators, and professional experiences.
- Ability to integrate prior experience to support the work and contextualize existing work, as appropriate, to meet staff needs.

Education, Qualification and Related Work Experience

Required:

- Bachelor's degree (In related field).
- Applicant must have three years of successful teaching experience, proven leadership qualities, and deep understanding of pedagogy.
- Excellent written and oral communication skills and the ability to work positively and cooperatively with others.

Preferred:

- Master's degree.
- Prior successful leadership experience on building and/or district curriculum or improvement committees.
- Successful experience working in an inclusive environment with emerging bilingual learners, culturally linguistically diverse learners, and students with special needs is desired.

Licenses, Registrations or Certifications

- Valid Colorado Teaching License
- Background check required for hire

Physical Requirements & Working Conditions

The physical demands & working conditions described here 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 the essential functions.

Physical Requirements

- **Vision:** (which may be corrected) to read small print; view a computer screen for prolonged periods.
- **Hearing:** (which may be corrected) to answer telephones and tolerate exposure to noisy conditions.
- **Speech:** to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone.
- **Upper Body Mobility:** use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.
- **Strength:** to lift, push, pull and/or carry objects that weigh as much as 5 or more pounds on a frequent basis. Occasionally required to stoop, kneel or crouch.
- **Mental Requirements:** read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records.

Working Conditions

- Works in standard office and school building environments.
- May be exposed to poor weather conditions including heat, cold, wet and snow and other outdoor weather conditions.
- The work environment combines standard office setting including some standard office equipment (fax, copier, phone, computer, 10-key, etc.)

Received and reviewed: _____

(Date)

(Signature of Employee)

DISCLAIMER: This is not necessarily an exhaustive list of all responsibilities, duties, skills, efforts, requirements or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, University Schools reserves the right to revise the job or to require that other or different tasks be performed as assigned.