



DESCRIPCIÓN DE CARGO Y MANUAL DE FUNCIONES - JOB DESCRIPTION	2021-2022
	Código: Acad-Liter-001
IDENTIFICACIÓN	
<p>Job Title/Nombre del cargo: Instructional Coach Area/Área: Académico</p> <p>Supervisor's position/ Cargo superior Inmediato: Directores Académicos de Primaria/ Preescolar / Bachillerato Update/ Fecha última Actualización: Noviembre de 2021</p>	

MISIÓN - PURPOSE
<p>To increase student learning, with a special emphasis in literacy, by providing the latest instructional strategies for Balanced Literacy and other subject areas in PK-8 classrooms. This support is provided by working directly with the following stakeholders:</p> <ul style="list-style-type: none">• Teachers: through professional coaching, co-teaching, modeling best practices, guided data analysis, and peer reflective conversations• Parents: by meeting with parents to provide practical ideas to use at home to strengthen students' literacy skills• Administration: through collaboration with the curriculum coordinator and the PS/ES/MS principals to plan our next steps towards meeting our goal to fully implement Balanced Literacy, as well as other academic programs.• Students: Support student learning by promoting data-driven, differentiated instructional practices for literacy within all classrooms

RESPONSIBILITIES - FUNCIONES Y RESPONSABILIDADES
<p><u>Main responsibilities:</u></p> <ol style="list-style-type: none">1. Share best practice research and methodologies in literacy with teaching staff:<ol style="list-style-type: none">a. Demonstrates an understanding of best practice in the areas of reading, writing, oral language and listening in order to support teachers more effectively, specifically within:<ol style="list-style-type: none">i. Reading & Writing Workshop Model



1. Support implementation of Lucy Calkins Units of Study for Reading, Writing, and Phonics.
 2. Mini-lesson planning and instruction
 3. Conferring
 4. Small group instruction including guided reading, oral language, shared reading, read-alouds, strategy lessons, interactive writing, and shared writing
 - ii. ELL Learners
 1. Understanding of best practices
 2. Content knowledge of language acquisition at various age levels
 3. Experience with experimental learning and continuum of learning within reading and writing
 - b. Maintains a collection of professional reading materials that reflect best practices
 - c. Monitors the implementation of Balanced Literacy
- 2. Promote a learning environment within all classes**
 - a. Promotes an environment conducive to effective instruction:
 - i. Establishes rapport and maintains constructive interaction with teachers and grade-level teams
 - ii. Maintains open communication with the rest of the administration regarding the different aspects of the programs
 - iii. Advocates for the philosophies and programs currently used at COJOWA
 - iv. Supports the COJOWA mission and vision through positive professionalism
 - b. Planning Assistance for Instruction & Assessment
 - i. Works directly with teachers in the designated section as a peer-coach to ensure that the most current, research-based methodologies are being applied in the classroom.
 - ii. Supports teachers as an advisor
 - iii. Confers with teachers to determine the degree of understanding of new concepts being implemented, to set learning-related goals, and/or to plan for, or reflect upon, a specific lesson.
 - iv. Co-plans lessons and activities with teachers
 - v. Demonstrates how to plan using data to become data-driven instructors
 - vi. Co-teaches and models “best practice” instructional strategies
 - vii. Monitors unit development and revision to ensure assessment and lesson alignment
 - viii. Guides the planning process using the “backward design” model



3. Plan Staff Development Events

- a. Provides differentiated staff development opportunities as a means of supporting continued professional growth:
 - i. Offers workshops to provide modeling and/or time for teachers to share in learning-focused dialogue
 - ii. Offers modeling and coaching sessions based on the different components of the workshop model
 - iii. Coordinates the staff development program for literacy
 - iv. Offers workshops to parents to provide practical ideas to use at home to strengthen students' reading skills

4. Plan Reading Activities at the School

- a. Provide a variety of activities during and after school to support student reading and writing.
 - i. Read Across the World Day/ Dr. Seuss's Birthday
 - ii. Reading buddies across the grade levels
 - iii. Scholastic Book Fair
 - iv. Guest readers
 - v. Virtual sessions with authors
 - vi. Dudes & Donuts
 - vii. Muffins with the Misses

5. Coaching Across Subject Areas: *The desired candidate has the skills and know-how to support in the following (expanded) ways across the following subject areas in partnership with lead teachers:*

- a) Work in collaboration with the Mathematics Lead Teacher to support teachers (new and returning) with adoption, inclusion and delivery of Eureka/ZEARN as well as critically analyze best practices in Math instruction.
- b) Work in collaboration with the Science Lead Teacher to support teachers (new and returning) with adoption, inclusion and delivery of AMPLIFY Science as well as critically analyze best practices in Science instruction.
- c) Work in collaboration with the Social Studies Lead Teacher to support teachers (new and returning) with adoption, inclusion and delivery of C3 Framework as well as critically analyze best practices in SS instruction.



d) Work in collaboration with the Spanish Language Lead Teacher to support them with adoption, inclusion and delivery of Units of Study as well as critically analyze best practices in Reading, Writing, Speaking and Listening instruction in Spanish.

e) Work in collaboration with the English Language Lead Teacher to support teachers (new and returning) with adoption, inclusion and delivery of Units of Study as well as critically analyze best practices in Reading, Writing, Speaking and Listening instruction in English.

f) Work in collaboration with the Project-Based Learning Lead Teacher to support our teammates with integrating PBL into the curriculum, guiding them towards student-centered thinking, by increasing student talk, using an inquiry structure, making learning transferable.

HEALTH + SAFETY RESPONSIBILITIES/ RESPONSABILIDAD DEL SGSST

- Ensure the application and compliance with COJOWA's policies and manuals and the applicable regulations in force.
- Implement the Work Safety and Occupational Health policies and procedures established in the School.
- Manage the information and knowledge generated in the development of his role in accordance with School policies.
- Pursue maintaining comprehensive health care.
- Provide clear, truthful and complete information about his/her health status.
- Comply with the rules, regulations and instructions of the occupational health and safety management system.
- Inform the employer or contractor in a timely manner about the dangers and latent risks in their workplace.
- Participate in occupational safety and health training activities defined in the management system training plan.

COMPETENCES - COMPETENCIAS



**COLEGIO
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CARTAGENA**

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CARTAGENA - COLOMBIA

Academic Background - Educación	Experience - Experiencia
<ul style="list-style-type: none">Professional in education, with Master's in education.Masters in Education or a related field such as Literacy	<ul style="list-style-type: none">Certified experience as a teacher in bilingual international institutions (Spanish / English).3-5 years experience as a teacher trainer or leader
Behavioral Competences - Humanas	Core Competences - Organizacionales
<ul style="list-style-type: none">Confidential information managementNegotiation and Conflict ResolutionInterpersonal RelationshipsCustomer ServiceStrategic ThinkingRecursivenessOrganization/Planning	<ul style="list-style-type: none">ResponsibilityEmpathyAssertionCooperationHonestyExcellenceSelf-Control

Nombre y Firma Aprobador:	Nicholas Glab
Cargo:	Rector
Fecha aprobación:	Noviembre de 2021