

TEACHER ON SPECIAL ASSIGNMENT – INSTRUCTIONAL LEARNING COACH

Description of Position

Under the direction of the Principal, the Teacher on Special Assignment-Instructional Learning Coach (TOSA-ILC) will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom by serving as instructional coach. The role of the Instructional Learning Coach is a support position designed to increase the capacity of teachers to implement effective instructional strategies and cooperative learning structures. Additional duties include peer coaching on effective instructional strategies using technology.

Essential Duties

- Assist teachers through peer coaching on effective instructional strategies and lesson design
- Co-plan lessons with teachers using instructional technology
- Work collaboratively with the Principal and teachers to plan and implement flexible learning environments (RtI²), supporting differentiated instruction to meet students' needs in small group instruction
- Collaborate with grade-level professional learning communities to help support a culture of high expectations for student growth and achievement using student data
- Conduct demonstration lessons and assist with curriculum design and pacing
- ~~Assists with and coordinates completion of state and federal reports and assessments~~
- Support teachers in the administration of assessments and the interpretation of results to plan instruction
- Collaborate with principal(s) and assist teachers with ~~technology needs and~~ instructional materials
- Collaborate with the Director, ~~Curriculum, Instruction, and Assessment~~ Instructional Services, to support teachers with implementation of Districtwide instructional initiatives
- Attend meetings, workshops, and training as directed
- Provide professional learning development at staff meetings
- Attend back-to-school night and open house
- ~~Other duties as assigned~~ May involve support duties at more than one school

Qualifications

Knowledge of:

- 21st Century Learning skills and objectives
- Common Core State Standards and Smarter Balanced Assessment
- Research-based intervention strategies and instructional techniques for building students' basic skills in core subjects
- Excellent organizational and collaborative skills with all stakeholders
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
- Educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to instructional best practices and innovative instruction using technology
- The Cypress School District plans, i.e. LCAP, LEAP, technology plans

Teacher on Special Assignment-Instructional Learning Coach (continued)

Ability to:

- Assist Professional Learning Communities in planning, organizing, and monitoring the implementation and continued use of instructional strategies and practices for effective student growth.
- Assist with Trainer of Trainers model
- Communicate effectively, in both oral and written form
- Establish and maintain effective working relationships
- Help analyze problems and issues and develop appropriate solutions
- Manage multiple tasks
- Utilize technology for instruction, communication, and record keeping

Education/Experience/Required Certification:

- Minimum three years successful teaching experience
- Valid California Multiple-Subject Teaching Credential: General Subjects, including EL authorization
- No Child Left Behind compliance
- Valid California Driver's License

Physical Demands and Requirements

The physical demands 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.

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The employee must possess mental and physical health and hygiene conducive to the high standards of the District.

Board Approved: May 9, 2013

Revised: May 12, 2016

Revised: