

Coaching Job Description

Role of the Coach

Classrooms for the Future Technology Integration Coaches will serve as part of their school's leadership team, providing "just in time," imbedded and ongoing professional development for teachers, staff, and administration. The *Technology Integration Coach's* primary focus will be to assist classroom teachers to successfully integrate the use of effective strategies and multiple technologies in order to differentiate and enhance student learning.

The roles and responsibilities of the coaches include:

- Participating in all training sessions and activities sponsored by the PDE Classroom for the Future Coaching Initiatives
- Identifying school teaching and learning needs, barriers and weaknesses through needs analysis, and organizing and implementing problem-solving actions with teachers and administrators;
- Facilitating school-based high quality professional development, working with teachers (in teams or individually) to refine their knowledge and skills. Training vehicles could include in-class coaching, peer observing and/or modeling of technology integration strategies and multiple technologies; guiding teachers in looking at student work; developing lesson plans with teachers based on student needs; etc.;
- Monitoring instructional effectiveness and progress using tools and strategies gained through professional development; and
- Model the effective use of technology integration strategies and multiple technologies into curriculum and instructional practices across content areas.

Coaches will be charged with acquiring the knowledge, skills and strategies by participating in this initiative's intensive professional development and implementing the strategies learned.

Similar to other teacher positions, coaches should report directly to and be held accountable by their school principals. Throughout the grant, the leadership team and coaches will be guided by PDE in how to deploy the coaches' time and which strategies they should/could use in specific circumstances as they work with teachers.

Qualifications of the Coach

PDE will work with districts in recruiting, selecting and hiring of coaches. PDE will conduct a first-round paper screening process established by the lead partners. From there, recommendations for further interviews will be sent to the districts. Coaches will be hired by a team that includes, but is not limited to, district administrators, school administrators and union representatives.

Districts must select coaches that meet the following criteria:

1. Possession of an advanced educational degree (M.S., Ed.S., Ph.D/Ed.d) and/or certifications in support of curriculum and technology integration in the core academic areas.
2. Three or more years of teaching experience.
3. Evidence of improving student achievement in their classroom.
4. Demonstrated deep knowledge of one or more instructional content areas.
5. Knowledge and use of a rich array of instructional practices/strategies.
6. Skills in collecting, analyzing and using data.
7. Interpersonal, problem solving and organizational skills required to effectively facilitate peer coaching and staff development.
8. Knowledge of equity issues in current education reform.
9. Knowledge of standards-based education system and familiarity with or training in the Pennsylvania Assessment Anchors.
10. Success in modeling effective use of current instructional technology.
11. Have experience as an innovative classroom teacher (or special area teacher) that successfully integrated the use of instructional technology to enhance student learning with demonstrable results.
12. Have experience in adult learning theory, coaching/mentoring scenarios, or at minimum, having led school level workshops.

The following criteria are desirable, although not prerequisite to selection:

13. Ability to design and/or broker (individually or in collaboration with others) high quality training for teachers/school staff.
14. Current and past membership in instructional technology organizations, participation in technology conferences, experience as a presenter, and other professional involvement in the field of instructional technology is desirable.
15. Having a history of teacher-leadership, demonstrated through participation in school and district committees and initiatives.
16. Be recognized as a creative and effective teacher commanding the respect of peers within their school setting
17. Experience in the support of teachers across various scenarios, including one-to-one, group training, online forums, classroom demonstration, etc.
18. Demonstrate knowledge of current research regarding communities of learners, instructional practices linked to student achievement, differentiated instruction, mentoring, coaching, and emergent technologies.
19. Demonstrate knowledge of the challenges faced by classroom teachers (time constraints, increased paperwork, classroom management issues, etc.) and have a propensity to plan with these challenges in mind, in order to counteract inherent challenges.