

TITLE**Mentoring Teacher Coach****Part-time Position – limited to 675 hours (90 days) in fiscal year****Special Funding (II-A) for the 2022-23 School Year****QUALIFICATIONS**

- Valid Tennessee teaching license with a certification as specified by state and federal standards;
- Minimum of five (5) years of successful teaching experience; and
- Experience facilitating professional learning is preferred.

PURPOSE

The purpose of this job is to lead efforts to increase achievement for all students and the implementation of Franklin County frameworks by mentoring, coaching, and assisting teachers with planning, classroom strategies and best practices. The new teacher coach will support teachers that are new to the profession, new to the district, or on a 'needs' basis. The new teacher coach will support increased teacher recruitment and retention.

The FCSD Coaches Program is designed to provide support for teachers in the classroom, as well as to encourage professional leadership roles for teachers in our district. Coaches work side-by-side with teachers to improve student learning outcomes. Coaches spend at least 80% of their time directly supporting teacher development and student learning. Coaches do not merely tell others or demonstrate "how to do it," they actually "do it" themselves as they provide on-going, job-embedded professional learning and support.

Support roles that include, but are not limited to:

- Peer coaching
- Side-by-side coaching cycles (Planning, Enacting a Lesson/Part of a Lesson, Debriefing)
- Team/collaborative planning
- Co-Teaching and Demonstration Lessons
- Analyzing student data to inform instruction through collaborative team structures (PLCs)
- Facilitating/participating in professional learning and Coaches meetings

Effective professional learning is job-embedded within a safe, positive environment and built through trusting relationships. An effective coach works collaboratively with teachers, principals, and directors to support the school and its educational objectives. An effective coach serves as a positive role model and "thought partner" in a non-evaluative, non-supervisory role to better support teachers to meet the needs of their students in challenging and supportive classroom environments.

ESSENTIAL DUTIES include, but are not limited to -

1. Coach, support, and mentor classroom teachers in effective practices.
2. Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of instructional strategies.
3. Serve as a content advisor to teachers and administrators.
4. Conduct regular meetings with classroom teachers to examine student work and monitor progress to support teacher reflection and action.

5. Conduct demonstration lessons for teachers, teams of teachers, grade levels, or departments. Plan and develop courses of study according to school district and state curriculum guidelines.
6. Assist with horizontal and vertical continuity and articulation of standards at the school and district level. Assist teachers with planning, sequencing, and scaffolding of instruction.
7. Develop specific lesson plans with teachers, using a variety of techniques.
8. Assist classroom teachers with planning of lessons and implementing state standards and best practices.
9. Develop and maintain weekly schedules to support teachers. Eighty (80) percent of time must be spent in the following ways:
 - a. Implementing student-centered coaching with excellence
 - b. Partnering with teachers to improve student learning
 - c. Providing effective, targeted and actionable feedback
 - d. Promoting and supporting effective teacher practices
10. Review a variety of student assessment data to ensure continuous improvement in measurable student performance and achievement.
11. Assist teachers in disaggregating and analyzing district and state assessment data to help guide instructional decisions.
12. Use assessment data to assist teachers and administrators with placement of students in appropriate instructional or intervention groups.
13. Plan and present school-based and system-wide professional learning sessions for professional personnel, providing follow-up by supporting and coaching teachers in the use of the presented strategies in their classrooms.
14. Engage teachers in intensive professional development and promotion of a school-based professional learning community.
15. Participate in faculty meetings, professional development, educational conferences and other activities that promote professional growth and student achievement.
16. Assist teachers in organizing classrooms and selecting appropriate and meaningful materials for effective instruction.
17. Perform other duties as deemed necessary by the Supervisors as well as the Director of Schools.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying of objects weighing up to ten (10) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.

2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students and adults.
4. Adaptability to generalizing, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Manual Dexterity*: Ability to move hands easily and manipulate small objects with the fingers.
5. *Form Perception*: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. *Color Discrimination*: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

The immediate supervisors are the Supervisors for grades 4-8.

Anticipate a very limited work year of less than ninety (90) days, not more than 675 hours in the school year.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* regarding overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

Varying working conditions. May not always have a quiet place to work.

Is anticipated to work in all schools of the Franklin County School System, ultimately to enhance student learning.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.