

Hobbs Municipal Schools

Job Description

Position: Instructional Technology Coach K-12

Supervisor: Deputy Director Elementary Instruction

General Job Description: Provide Technological assistance with implementation of curriculum, to supervisors and teachers, which matches federal, state and school mandates. Plan and implement staff development activities, to share instructional strategies, and to train teachers with a variety of instructional applications. Provide teaching sessions to model appropriate instructional strategies in classrooms. In addition, provide assistance and support to teachers in the assessment of student learning in the context of instruction and technology.

Qualifications:

1. Be effective within the context of instruction and technology
2. Hold an Instructional Level II or III license, and have a minimum of three years of effective teaching practice, as evidenced by performance evaluations scored at least at satisfactory and by increased student achievement;
3. Submit to fingerprint-based background check if not already employed by the district or charter school; and
4. Be an effective and active model for teachers through providing embedded professional development.

Essential Duties and Responsibilities:

1. Accurately demonstrate knowledge of the content area and approved curriculum and the technology necessary to be effective.
2. Conduct cycles which include pre-conferring, observing, analysis of data, and conferring with the teachers in regards to technology usage.
3. Analyze instructional practice and provide meaningful and timely feedback to educators.
4. Plan collaboratively with educators for the continuation, modification, or addition of specific skills and strategies in response to feedback and data;
5. Model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies, or approaches; through the use of technology.
6. Co-teach in the classroom as a means of providing support and guidance to teachers in the context of modeling and coaching;
7. Demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools;
8. Reflect on their own work and use that reflection to improve coaching
9. Lead group meeting in ways that facilitate group discussion, shared leadership and accomplishment of goals (process and content are appropriate for the task);
10. Plan, implement, and evaluate professional development in the content areas that take into account adult learning principles;
11. Reflect on own work and use that reflection to improve coaching;
12. Recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.)
13. Conduct professional development sessions for teachers.
14. Conduct a professional development sessions for a paraprofessional groups.
15. Conduct parent workshop for the school
16. Coaching educators in effective delivery of research-based instruction appropriate to the content area.
17. Coaching educators in the use of educational technology and its integration into instructional practice.
18. Coaching educators in becoming independent, reflective practitioners.
19. Coaching educators in instructional planning through standards-aligned systems.
20. Coaching educators in the appropriate selection and implementation of instructional materials and assessment tools.
21. Coaching educators in instructional strategies for special needs, English language learners, gifted, and other subgroups.
22. Coaching educators in use of technology formal and informal assessment and decision making to improve instructional practice.
23. Coaching educators in culturally responsive pedagogy.
24. Coaching educators in classroom management.
25. Exhibit effective interpersonal skill that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning.
26. Using assessment data from multiple measures, especially from formative assessments, to guide instruction and make decisions about coaching.