

Title: Building Level High School Curriculum Coach

Qualifications:

1. Hold a valid Tennessee certification
2. Demonstrate evidence of improving student achievement in the classroom
3. Demonstrate consistent effectiveness through TVAAS and/or TEAM
4. Possess knowledge and use of effective instructional approaches, resources and technologies
5. Possess interpersonal, problem solving and organizational skills required to effectively facilitate professional development
6. Demonstrate ability to design and implement high quality professional development
7. Possess knowledge and skill using the Common Core Standards

Reports: Principal

Funding: General Purpose Budget

Salary: \$1000 Stipend

Job Goal: To serve as a key member on the school leadership team in designing and delivering quality school-based professional development to strengthen school curriculum; and to work with the school leaders to support the implementation of this professional development in classrooms for student achievement

Performance Responsibilities:

Curriculum coaches assume a wide range of roles to support school and student success with a focus on the curriculum. The teacher works collaboratively with the principal to lead and nurture the school staff and communicate effectively with all stakeholders. Curriculum coaches may do any of the following roles as related their area of the curriculum:

1. Provide leadership in proven, effective instructional strategies through dialogue with teachers, book studies, lesson design protocols, model lessons, traditional professional learning opportunities, and action research
2. Serve on committees for your school, grade level, or subject band. Supporting school initiatives and aligning curriculum with the school and district goals.
3. Model continual scholarship, demonstrates lifelong learning, and use what they learn to help all students achieve. Attends training, professional learning, and other district meetings and summer training provided by the district as assigned.
4. Understand content standards, vertical alignment, how formative assessment leads to better instruction, pacing charts, and benchmark testing
5. Advise novice teachers about instruction and curriculum.
6. Become proficient in knowledge of the TEAM rubric

7. Assist teachers in identifying and securing resources necessary to develop rigorous, engaging lessons
8. Demonstrate model lessons for teacher observation
9. Share video-tapes of model lessons for teacher training.
10. Maintain a log and an agenda of professional development activities provided
11. Advise on curriculum related professional development practices and designs
12. Submit required documentation to the principal
13. Perform other duties as assigned by the Building Level Principal

Terms of Employment: Ten month year. Salary and work year to be established by the Board

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Physical Demands

This job may require lifting or carrying of objects that exceed fifteen to twenty-five pounds. Other physical demands that may be required are as follows:

1. Stooping and/or kneeling
2. Reaching
3. Talking
4. Hearing
5. Seeing

Temperament (personal traits)

1. Adaptability to accepting responsibility for the direction, control, or planning of an activity
2. Adaptability to dealing with people beyond giving and receiving instruction
3. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria
4. Adaptability to change
5. Adaptability to dealing with people and in conversation/dialogue strategies
6. Ability to work in different locations within the building.

Capacity and Ability Requirements

Specific capacities and abilities may be required of an individual in order to learn or perform adequately 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 ideas associated with them, and to use them effectively
3. Numerical: Ability to perform arithmetic operations quickly and accurately
4. Data Perception: Ability to understand and interpret information presented in the form of charts, graphs, or tables

Work Conditions

Normal working environment

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.

Approved by: _____ **Date:** _____

Reviewed and agreed to by: _____ **Date:** _____
(Employee)