

Instructional Coach Math T1 Elementary 2024-2025

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Company: Fort Bend ISD

Location: United States

Category: other-general

Essential Duties and Responsibilities

Instructional Leadership

Provide and facilitate leadership for Math PLCs and coach teachers on the expected process/protocols and outcomes for PLCs including effective planning of instruction, assessment development, data analysis for intervention and enrichment planning, and meeting professional learning goals

Utilize the peer coaching cycle, including tools for observation, to provide feedback on instructional practice and to engage teachers in reflective practice

Model and support instructional planning that includes purposeful technology integration and the implementation of Blended Learning within instruction in the learning management system to support the instructional model

Collaborate with the campus and district leaders to provide job embedded learning opportunities that promote the implementation of the written curriculum and the campus/district instructional focus

Collaborate with campus and district leaders to provide ongoing instructional support to math teachers through the use of effective partnership agreements within the coaching cycle

Facilitate the disaggregation of multiple sources of data to make instructional decisions

Develop capacity in math teachers to utilize data from formative and summative assessments to diagnose instructional needs and identify research based best practices for instruction in order to close achievement gaps

Provide leadership to support the implementation of Guided Math and inquiry based math lessons

Professional Learning

Utilize the peer coaching cycle to provide individual and group coaching/mentoring to support the implementation of the written curriculum and instruction aligned to the identified district/campus instructional focus

Collaborate with teachers to create T-TESS (Texas Teacher Evaluation and Support System) goals and provide job embedded supports to assure attainment of T-TESS teacher professional goals

Collaborate with the campus and district leaders to promote best practices in instruction through modeling, co-teaching, and instructional planning within Math Professional Learning Communities (PLCs)

Collaborate with district departments to develop, facilitate, and/or provide professional development and training to math teachers and staff aligned with campus/district instructional goals including campus based and summer professional learning opportunities

Facilitate guided teacher observations to promote reflective practice and highlight best instructional practices

Attend district level instructional meetings, intervention, math content knowledge development sessions, and professional learning events to promote professional growth

Program Support

Lead and/or participate in guided coach observations to promote reflective practice

Maintain and report instructional coach services using the identified reporting tool

Create and articulate a schedule with administrators of instructional coaching activities, professional learning opportunities, and professional growth requirements that support mathematics instruction

Provide informal feedback to math teachers regarding classroom instruction and progress with T-TESS professional goals

Keep abreast of and research best practices for math instruction in the assigned grade levels

Provide support to teachers on the implementation of math instructional resources including manipulatives and technology

Collaborate with campus district leaders to support the induction and mentoring of new campus math teachers and build the capacity of the PLC to support new teachers

Maintain and submit documentation to support activities that address the Comprehensive Needs Assessment which is included in the Campus Improvement Plan in compliance with Title I

Supervisory Responsibilities

Address complaints and resolve problems in a timely manner

Support the implementation of the written curriculum with fidelity

Facilitate PLC development

Qualifications

Qualification Requirements

To perform this job successfully, an individual must be able to perform each of the above essential duties satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or abilities, required unless otherwise stated as preferred. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Bachelor's Degree

Master's Degree preferred

Valid Teaching Certification Issued by Texas Education Agency appropriate to subject and grade level of assignment

Minimum of 5 years of experience as an elementary math classroom teacher and/or specialist

Minimum of 2 years of experience in teacher leadership

Knowledge of and training on the Texas Essential Knowledge and Skills (TEKS), elementary math curriculum, and best practices in math instruction

Proven knowledge of Guided Math instruction and use of manipulatives to develop conceptual understanding for math students

Demonstrated evidence of professional growth, including leadership or participation in a wide range of professional learning experiences

Demonstrated communication skills and interpersonal skills that promote collaboration and effective communication with adults

Comprehensive knowledge of instructional strategies, role of Professional Learning Communities (PLCs), and data for decision making, student assessment, and use of instructional technology

Strong organizational and classroom management skills

Physical Requirements/Working Conditions

The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Work is performed in classrooms, offices, work stations and meeting rooms.

The position requires occasional walking, standing, sitting, bending, stooping, kneeling, crouching, crawling, and lifting/carrying work related items weighing less than 40 pounds, such as books, papers and presentation materials. The employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and talk or hear. Specific vision abilities required by this job include close vision, color vision, and the ability to adjust focus. Attendance at conferences and professional development is required. Work involves everyday risks and discomforts which require normal safety precautions when operating equipment or performing job duties. May work prolonged or

irregular hours and must be able to maintain emotional control under stress.

Additional Information

This position requires travel to various campuses, district meeting sites and conferences/meetings in and out of state. This position may require the employee to work some nights and weekends.

This position is grant funded through Title I. This position may be discontinued if funds are no longer available.

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