

"Preparing Students for the Promise of Tomorrow"

BALDWIN ELEMENTARY SCHOOL JOB POSTING

JOB TITLE:

Baldwin Elementary School is seeking an Instructional Coach.

PROFESSIONAL QUALIFICATIONS:

Required:

- Bachelor's Degree or higher in Education
- Master's Degree is preferred
- Valid Michigan Teaching Certificate with appropriate endorsement
- Valid state licensing to meet Highly Qualified requirements

Preferred:

The ideal candidate would include: Master's Degree in reading, math, education, special education, or related field; three to five years prior K-8 teaching experience, K-3 preferred; preference for individuals with experience in varied positions, including reading teacher, math specialist, instructional specialist, and classroom teacher; valid state Reading Specialist certification preferred; valid state teacher certification with documented reading coursework required; experience and skill as a coach or mentor for adults on literacy/math related topics; excellent communication skills; deep understanding of scientifically-based reading/math research and evidence-based practices for teaching K-12 reading, writing, math and assessing student progress toward achievement of benchmarks as documented in coursework and experience as a teacher of math, reading and writing.

The success of this position will be measured by:

- Perception Data (parents, community, students, staff)
- Behavior data
- Attendance data

525 Fourth Street • Baldwin, Michigan 49304-9525

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Building - Challenging - Succeeding

- Highly Qualified Instructional data
- Student achievement data

HOW TO APPLY: If you are ready, then send **ONE PDF FILE** that includes your cover letter, resumé, three letters of recommendation, your college transcripts, and copies of your certifications to jobs@bcsdmi.com. If you have any questions, please contact Superintendent Rick Heitmeyer at (231) 745–4791. **The deadline to apply for this position is Friday, May 31, 2019, at 4 p.m. The position will remain open until it is filled.**



JOB DESCRIPTION

TITLE: Elementary Instructional Coach

REPORTS TO: Building Principal

JOB FUNCTION: The Instructional Coach will support teachers and students.

As outlined in the MDE Coaching Definition, an Instructional Coach is a specially prepared professional who can provide job-embedded, ongoing professional development with a primary goal of enhancing classroom instruction through improving teacher expertise. Therefore, the Instructional Coach will use evidence-based coaching practices and apply adult learning principles in their work. An Instructional Coach is a highly qualified teacher who collaborates and co-teaches using best practices of instruction with teachers in classrooms. The Instructional Coach's full-time job is to improve instruction in K-5 classrooms. This individual will not have direct classroom teaching duties as assigned, and will not be burdened with administrative responsibilities including but not limited to: student discipline, budgeting, scheduling, evaluating & program management. The Instructional Coach in this role works closely with the building principal and teachers to accomplish the instructional goals established by the BOE.

DISTRICT DESCRIPTION: Baldwin Community Schools is a small school district in Lake County, serving approximately 520 students. Baldwin features a diverse population and offers many unique opportunities including a balanced calendar and a commitment to students that is second to none. The school district's vision is "Preparing Students for the Promise of Tomorrow." Baldwin Community Schools strives to enrich the lives of all of its students on a daily basis. Baldwin features low class sizes, social and emotional supports for students, and many other facets that schools our size usually do not offer.

DUTIES AND RESPONSIBILITIES:

- Share a commitment to the success of the mission, goals, and objectives of Baldwin Community Schools.
- Support and fully participate in a school culture that focuses on student achievement.
- Set high expectations and standards for the achievement of instructional staff, support staff, students and own personal performance.

- Offer job-embedded, ongoing professional development that directly supports the instruction of classroom teachers, paraprofessionals, and academic tutors to ensure continuous student achievement.
- Apply adult learning principles when working with teachers and support staff.
- Use multiple sources of data to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
- Professional Development
 - Provide resources and training to help school staff implement curriculum.
 - Deliver professional development opportunities to help K-5 teachers fully implement curriculum.
 - Provide resources and training to parents to improve their knowledge and skills of how to support learning at home.
- Assessment
 - Help administer screening, progress monitoring, diagnostic, and outcomes measures.
 - Facilitate conversations using data to drive instructional decisions.
 - Co-serve as the NWEA Assessment Coordinator
- Instructional Coach: Employs a core set of coaching activities.
 - One to one conferencing and collaborating that includes:
 - planning conversations
 - reflecting conversation
 - problem-solving
 - goal setting
 - Assist in the analysis of K-5 instructional strengths and weaknesses and formulate plans to improve student achievement.
 - Follow a partnership coaching model that includes modeling and co-teach with classroom teachers and small group instruction with the lowest 30% of students.
 - Meet regularly with the Principal.
 - Attend important professional development and networking meetings designed for instructional coaching.
- General
 - Share responsibility for professional, courteous, cooperative staff relations and for out-of-class activities important to the operation of the school.
 - Participate actively in PBIS and SAT meetings.

ADDITIONAL QUALIFICATIONS:

- The ability to prioritize student learning needs over obstacles and barriers that can stand in the way of necessary change
- The strong desire to achieve outstanding results in a short amount of time
- The strong desire and ability to build meaningful, caring relationships with students
- The skill and willingness to leverage student support systems to ensure that the social, emotional, nutritional, and health needs of ALL students are addressed

- The capacity to align curriculum, instruction, and assessments while responding to individual needs
- The ability to seek out knowledgeable peers, coaches, and administrators for instructional support in a constant quest to deliver the vision of high-quality, subject-specific instruction in every class period every day
- The ability and willingness to use data to guide instructional practices and decision-making to positively impact student achievement