

SHANGHAI AMERICAN SCHOOL

TITLE: INSTRUCTIONAL COACH, ELEMENTARY SCHOOL
SCALE: Teacher Salary Scale
CONTRACT DAYS: up to 191 days

POSITION SUMMARY: The Instructional Coach will provide leadership and ongoing, embedded professional learning for faculty as we look toward the future of learning in an increasingly complex and interconnected world.

SUPERVISED, EVALUATED BY AND REPORTS TO:

- Principal and Associate Director for Educational Programs

PREFERRED QUALIFICATIONS:

- Advanced degree in Curriculum & Instruction or related field
- Teacher certification or credential in area of specialty
- Advanced training in and experience with Reader's/Writer's Workshop and TCRWP units of study
- Training in and experience with Fountas and Pinnell Benchmark Assessment System
- Advanced training in and experience with developing understanding of conceptual mathematics in line with the Common Core Math Standards and associated Math Practices
- Minimum 5-8 years exemplary performance as a homeroom teacher/elementary teacher
- Experience as a coach, consultant, and/or staff developer
- Experience leading teams using a Professional Learning Communities framework
- In-depth knowledge of SAS adopted standards and frameworks (Common Core State Standards, NGSS, C3, ISTE, UbD, etc.)
- Experience utilizing a variety of instructional technologies
- Training and/or experience with Adaptive Schools (framework and protocols)

SKILLS, COMPETENCIES, & PERFORMANCE RESPONSIBILITIES:

- Working with Adult Learners
 - Develop trusting relationships where participants feel safe and motivated to take risks, learn and share
 - Develop and facilitate a professional learning environment that is grounded in student learning
 - Accept and act on constructive feedback in order to model an open mind and improve practice
 - Demonstrate excellence in effective instructional coaching strategies
 - Demonstrate and support reflective practice
- Collaborative Work
 - Develop a collaborative culture (working agreements, meeting structures, protocols, etc.)
 - Foster mutual responsibility among group members
 - Encourage collegial action research and inquiry
 - Demonstrate high levels of emotional intelligence
 - Demonstrate interest and expertise in working with teachers across the curriculum
- Communication
 - Use effective communication strategies to bring clarity and allow participants to accomplish tasks
 - Give feedback honestly, openly and constructively
 - Lead data driven dialogue to develop common understandings and inform action

- Knowledge of Content and Pedagogy
 - Support teachers to develop in-depth understanding of the SAS adopted standards and practices, centrally including workshop practice and TCRWP units of study.
 - Provide leadership and instructional coaching in Reader's and Writer's Workshop
 - Support teachers to develop standards-based assessments, evaluate multiple sources of data, and differentiate to meet all students' learning needs
 - Demonstrate excellence in instructional contexts through a repertoire of current effective instructional strategies
 - Provide leadership and instructional coaching in the areas of interdisciplinary and inquiry-based learning, unit design (based on UbD), and other SAS instructional frameworks and strategies
 - Assist collaborative teams in the identification, evaluation, and use of appropriate resources including instructional technologies to transform student learning
 - Training/experience in the field of social-emotional learning/teaching
- Systems Thinking
 - Recognize the work of the instructional coach in the context of a larger system
 - Create and implement plans to meet system goals and sustainability
 - Actively support implementation of school, campus, and divisional strategic and improvement plans including leadership in specific area of specialty

ADDITIONAL PERFORMANCE RESPONSIBILITIES:

- ES Coaches support faculty in areas of specialty as agreed upon with Division principals and Associate Director for Educational Programs
- Work collaboratively with teacher teams to provide ongoing, embedded professional learning in alignment with SAS divisional and school-wide areas of focus.
- Support professional learning by:
 - Demonstrating exemplary instruction for teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning and small and large group professional learning
 - Training teachers to collect, interpret, and use formative assessment data, systematically examine student work, and define next steps for differentiation and intervention
 - Facilitating the unpacking and understanding of Reader's/Writer's Units of Study and other core areas of curriculum
 - Assisting teachers in assessment and reporting of standards and benchmarks
 - Supporting teachers in identifying and achieving professional growth goals
 - Assisting teachers to effectively use technology to assess student learning, differentiate instruction, and provide rigorous, relevant, and engaging learning experiences for all students
 - Partner with external consultants in areas of specialty prior to, during, and after their visit to SAS
- Work with administration to:
 - Provide parent and community education regarding the current and future approaches to learning
 - Evaluate and develop ways in which we can better support the future of learning within divisions and the wider organization
 - Promote the development of vertical and horizontal articulation and coherence of student learning

SAS BELIEVES:

- That each employee makes a significant contribution to our success
- Those contributions should not be limited by the assigned responsibilities

This position description is designed to outline primary duties, qualifications, and job scope, but not limit the employee or SAS to only the work identified. It is the expectation of the school that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organization.

How we see the world is how we experience the world

We believe that diversity, equity, and inclusion enrich our community and create a sense of belonging that compels each of us to grow. Therefore, we commit to a journey of community growth that is grounded in best and sustainable practices rooted in our mission and core values. We seek individuals who are ready to contribute to such an environment.

Child Protection at SAS

Shanghai American School, in keeping with our core values and vision statements, has a Child Protection Policy that guides our faculty, staff, and families in matters related to the health, safety and care of children in attendance at our school. By accepting employment at SAS, all faculty and staff agree to work in partnership with the School and abide by the policies adopted by the SAS Board.

With this in mind,

- Applications will be thoroughly and rigorously screened in line with our strong commitment to all aspects of child protection and safeguarding.
- Shanghai American School reserves the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process.
- Shanghai American School reserves the right to withdraw an applicant's candidacy if current and former supervisor references are not provided.
- Hiring is contingent upon successful criminal background checks.

Applicants are asked to apply as early as possible, as Shanghai American School reserves the right to close the selection process at any time.