

SHANGHAI AMERICAN SCHOOL

TITLE: INSTRUCTIONAL COACH
SCALE: TEACHER SALARY SCALE
CONTRACT DAYS: up to 191 days

POSITION SUMMARY: The Instructional Coach will provide leadership and support in onboarding of new faculty, curriculum development and alignment, and embedded professional learning in support of contemporary pedagogies grounded in current brain science for all faculty as we look toward the future of learning in an increasingly complex and interconnected world.

SUPERVISED, EVALUATED BY AND REPORTS TO:

- Principals and Associate Director for Educational Programs

PREFERRED QUALIFICATIONS:

- Advanced degree in Curriculum & Instruction or related field
- Teacher certification or credential
- Recent experience as school-based educator
- 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 (Common Core State Standards, NGSS, National Core Arts, C3, ISTE, etc.)
- Experience working with technology integration frameworks to ensure effective implementation of ISTE standards.

Additionally, the successful candidate demonstrates that they have the skills, competencies, and dispositions to:

- Successfully Work with Adult Learners. Examples include, but are not limited to:
 - Developing trusting relationships where participants feel safe and motivated to take risks, learn and share
 - Ability to inspire faculty to continually explore opportunities for evolving practice
 - Developing and facilitate a professional learning environment that is grounded in student learning
 - Accepting and acting on constructive feedback in order to model an open mind and improve practice
 - Demonstrating excellence in effective instructional coaching strategies
 - Demonstrating and support reflective practice
- Develop a Collaborative Work Culture. Examples include, but are not limited to:
 - Using the Adaptive Schools practices
 - Fostering mutual respect and responsibility among group members
 - Encouraging collegial action research and inquiry
 - Demonstrating a high levels of emotional intelligence
- Use Effective Communication Strategies. Examples include, but are not limited to:
 - Demonstrating expertise in oral and written communication.
 - Giving feedback honestly, openly, and constructively

PERFORMANCE RESPONSIBILITIES:

- Onboarding of New Faculty
 - Provide support during new hire orientation
 - Lead the SAS Onboarding Training Program
 - Support new hires as a group and individually, in learning the programs, practices, and resources of the school. Examples include, but are not limited to:
 - Effective collaboration practices (Adaptive Schools)

- Macro & Micro Curriculum
 - Disciplinary and Transdisciplinary Transfer Goals (DTGs & TTGs)
 - Understanding by Design
 - Curriculum documents and resources
 - SAS Learning Principles
 - Assessment philosophy and practices
 - Divisional systems, structures, and practices
 - Schoolwide systems, structures, and practices
- Curriculum Development and Alignment
 - Support alignment of the curriculum standards and expectations from PK-12
 - Support teachers to develop in-depth understanding of the SAS adopted standards and practices
 - Provide leadership and instructional coaching in the areas of interdisciplinary and inquiry-based learning, unit design (based on Understanding by Design), 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
- Professional Learning
 - Support faculty in designated areas of focus as agreed upon with Division principal and Associate Director for Educational Programs
 - Offer sessions in support of the SAS priorities and goals within the Professional Learning calendar
 - Work collaboratively with teacher teams to provide ongoing, embedded professional learning in alignment with SAS divisional and school-wide areas of focus
 - Support teachers to develop standards-based assessments, evaluate multiple sources of data to inform instruction, and to differentiate learning to meet all students' learning needs
 - Demonstrate exemplary instruction for teachers through researched-based practices, such as observation, model lessons, collaborative lesson planning and small and large group professional learning
 - Support teachers in developing innovative instructional practices that exemplify the SAS Learning Principles
 - Train teachers to collect, interpret, and use formative assessment data, systematically examine student work, and define next steps for differentiation and intervention
 - Lead data driven dialogue to develop common understandings and inform action
 - Assist teachers in assessment and reporting of standards and benchmarks
 - Support teachers in identifying and achieving professional growth goals
 - Assist 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, as needed
- Work with educational leaders 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
 - Gather and use data related to teaching and learning to enhance pedagogy and practices
 - 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

SAS BELIEVES:

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

Therefore, 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, which 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.