Roles and Responsibilities of the Staff Development Coach

The Staff Development Coach (SDC), having both content and instructional expertise, will work as a colleague with classroom teachers and serve as a master teacher, coach, presenter, and facilitator to support student learning and teacher practice. The SDC will focus on individual and group professional learning that will expand and refine the understanding and application of research-based effective and innovative instruction for teachers.

Staff Development Coaches are experienced, highly accomplished, and well-respected educators. SDCs must have credibility with teachers and administrators, the ability to efficiently manage several roles, and the skills needed to work one-on-one with teachers, as well as to oversee a wider staff development effort in the school.

Responsibilities

The Staff Development Coach duties include implementing the following responsibilities at the post of assignment:

**Instructional Coaching for Curriculum, Instruction, and Assessment:**
The SDC establishes a collaborative coaching approach to implement research-based, student-centered instructional practices. The SDC Assists teachers in a collaborative model of co-teaching, observation, dialog, and lesson demonstration to analyze and reflect on practice, promote quality instruction and positively impact student learning. This position supports teachers in aligning their planning and teaching with appropriate common core and subject area standards, adopted curriculum materials, 21st Century Teaching, Learning and Leading strategies, and assessments; promotes and models strategies for developing positive, engaging, productive, student-centered learning environments inclusive of all students; and mentors teachers through non-evaluative, non-judgmental coaching that builds self-directedness and internal capacity for planning, self-assessment and reflection. The SDC will promote and demonstrate curriculum integration when appropriate as a practice to deepen student knowledge, conceptual understandings and application of core content and process standards. The candidate must exhibit a high level of ethics and confidentiality in regards to student and teacher records and classroom performance.

**Supporting Learning Communities:**
The SDC sustains active and productive, school-based learning communities through expert facilitation skills and strategies; designs and implements processes to create productive interaction to bring about change in classroom practice and student learning; and guides school staff in assessing the effectiveness of instructional practices and motivate school staff to collaboratively implement necessary systemic change. The SDC will address issues related to implementing effective standards-based instruction, reading and discussing current research on effective practice, reviewing student work and data to inform instruction, planning engaging lessons and designing authentic assessments. The candidate will design job-embedded learning to include analyzing student data, implementing instructional strategies
into daily curriculum, peer observation, observing and analyzing demonstrations of practice, problem-based learning, inquiry into practice, student observation, data analysis, constructing and scoring assessments, implementing effective technology into instruction, examining student work, and lesson study.

**Delivering Professional Development:**
The SDC increases educator effectiveness that impacts all student results by providing professional development that supports change in practice. This position is responsible for developing educators’ understanding of program and Agency mission, goals, and strategies; and connecting content standards, common assessments, and instructional strategies with 21st Century Teaching, Learning and Leading strategies and 21st Century Learner Outcomes (skills). The SDC will design active engagement in professional development experiences by using active learning processes such as discussion and dialogue, writing, demonstrations, inquiry, reflection, metacognition, co-construction of knowledge, practice with feedback, coaching, modeling, and problem solving.

**Data-Driven Decision Making:**
The SDC increases educator effectiveness and results for all students by collecting and analyzing a variety of student data to inform teaching and learning efforts and design interventions; models the use of multiple sources of classroom data to monitor and assess progress against standards and established benchmarks; and engages and supports teachers in the design of formative assessments, scoring guides and analysis of student work. This position will foster a collective responsibility and accountability for student results by assisting the continuous improvement leadership team in collecting, analyzing and interpreting school-wide data to enhance school improvement efforts; and assisting with the development, implementation, and monitoring of the school improvement plan.

**Integrating Technology:**
The SDC creates, promotes, and sustains a dynamic, digital-age teaching and learning environment that provides rigorous, relevant and engaging education for teachers and students through the use of online tools for communication, productivity, collaboration, analysis, presentation, and research. This candidate will collaborate with the education technologist to provide assistance and support in the use of the adopted curriculum, supplemental materials, and appropriate instructional technologies, tools, and resources to engage learners. The SDC will use technology to manage data, information and electronic resources and provide ongoing feedback and celebration on progress of instructional improvement.

The SDC exhibits effective interpersonal skills that reflect an understanding of the importance of collegial interactions for promoting student learning, including the ability to maintain teacher confidentiality. The SDC demonstrates openness to change, and anticipates and meets the needs of educators. The SDC listens effectively to others, understanding both formal and informal dialogue, and communicates in a manner that inspires trust, communicates respect and is nonjudgmental in nature.
Key Functional and Relational Responsibilities:

Under the supervision of the school administrator, the Staff Development Coach:

- Serves as a member of a building leadership team working to align district and building goals and to evaluate student data in support of effective school improvement planning.
- Collaborates with the school leadership team to manage the staff development plan and coordinate with district staff and school leadership to ensure effective implementation.
- Works collaboratively with other instructional leaders to design and deliver professional development as directed.
- Liaisons with district instructional and content area specialists to provide current information to content area teachers through effective professional development.
- Works collegially with school level specialists and teacher leaders to include the education technologists, faculty representatives, and special education and elective teachers in collaboration and professional learning opportunities.
- Is a member of a professional networking coaching community and participates in professional development and inquiry into his or her own instructional leadership practice.