



# EAST POINTE COMMUNITY SCHOOLS

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## **Job Title: Title I Instructional Coach (Grades 3-5) - Bellview Elementary School**

**Position Description: Title I Instructional Coach** - Under the direction of the Assistant Superintendent and individual school principals, the Title I Instructional Coach will work with Professional Learning Communities and individual teachers to design effective lesson plans, model instructional strategies and provide appropriate feedback to classroom teacher teams. The Title I Instructional Coach will analyze and use individual and team student data to promote increased student learning. The ideal coach will have the capacity to drive instructional district turnaround.

### **Minimum Job Qualifications:**

- Bachelor's Degree in Education or related field
- 3-5 years classroom teaching experience, intervention experience preferred
- Extensive training and knowledge of literacy
- Michigan Teacher Certification - highly qualified in subject area for level
- Preference given to those with Reading Specialist, ESL Certification, Master's Degree in Education or Social Work and/or Behavior Specialist
- Data collection and analysis experience
- Ability to work with staff and students

### **Our turnaround teacher will skillfully demonstrate:**

- Strong desire and ability to achieve outstanding student achievement results in a short amount of time
- Ability to build meaningful, caring relationships with students in order to exert academic press and influence
- Willingness to leverage the student support network to ensure that students' social, emotional, nutritional and health needs are addressed
- Ability to motivate students and influence their behaviors
- Capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning
- Collaborative creation and execution of clear, logical instructional plans that produce strong results in student learning with classroom teachers
- Commitment to coordinate instruction within and across grade levels to support learning of at risk students
- Aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning
- Capacity to align curriculum, instruction, and assessments while responding to the individual needs of students
- Competence to collect and analyze data to inform instructional decisions
- Design and utilization of formative assessments to modify and adjust instruction on a daily basis in collaboration with classroom and grade level teachers
- Implement a tiered system of instruction (Tier 2 and Tier 3) with pull out and push in interventions to meet the needs of all students assigned interventions
- Development of organized routines, communicate clear expectations, and grow a positive school culture

- Building a professional environment that is one of mutual respect, teamwork, and accountability
- Ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never ending quest to deliver the vision of high quality subject-specific instruction to increase achievement of highest risk students

**A turnaround Title I teacher has the confidence to lead and possesses the following competencies:**

- Prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change
- Achieve results by taking initiative and reflecting and acting on lessons learned
- Maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead for increased student growth and efficient instruction for at risk students
- Commit to the relentless pursuit of increasing student learning for at risk students
- Skillfully challenging the status quo by thinking analytically and conceptually, as well as problem-solving as it pertains to at risk students

**A note regarding Title I Programs**

While all students attending the Title I school are eligible to participate in all aspects of the school-wide program, the federal statute requires schools to particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards. In order to know how best to address the needs of these students, the school by necessity needs to know which children have special needs. Also, in order to appropriately disaggregate data on the state assessment (M-Step/MME) and to measure adequate yearly progress (AYP), the school must further identify children by gender, ethnicity, and by their status as economically disadvantaged, disabled, and/or limited-English proficient.

*Grant funded program services supplement and support but do not supplant or replace the general education program of the school district.*

**Selection Committee**

**Evaluated By:** Supervising Administrator

**Salary Data:** As per Negotiated Agreement with the EFE

**More Information about Eastpointe Community Schools:** [www.eastpointeschools.org](http://www.eastpointeschools.org)

**Internal and external candidates please apply on applitrack**

<https://www.applitrack.com/eds/onlineapp/>

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