

# DISTRICT SCHOOL BOARD OF PASCO COUNTY

## Instructional JOB DESCRIPTION

### Learning Design Coach

|   |                                |
|---|--------------------------------|
| <b>Department:</b> School Based   | <b>Job Code:</b> 2037          |
| <b>FLSA:</b> <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt | <b>Salary Schedule:</b> INST   |
| <b>Reports To:</b> Site Administrator   | <b>Work Days:</b> 196          |
| <b>Board Approved Date:</b> June 2, 2015  | <b>Work Hours:</b> 7.5 hrs/day |

**JOB GOAL:** Responsible for supporting the professional growth of teachers through coaching and collaboration to provide supports for effective implementation of district and school initiatives in order to impact teaching and learning.

#### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.*

1. Build instructional capacity through coaching competencies with teachers and support personnel as they implement school and district initiatives.
2. Promote strategies and examples that enhance the teaching, learning and engagement of students while integrating instructional shifts and strategies designed to improve students' reading, writing, language, speaking and listening skills across all disciplines according to School Improvement Plan accountability goals.
3. Develop the use of innovative technologies that impact teaching and learning to include showcasing of innovative instructional design resources to school staff through PLCs, one-on-one coaching and staff professional development.
4. Utilize school PLC structures to support teachers with planning for high impact learning experiences that are standards based and integrate instructional shifts.
5. Provide ongoing, job-embedded professional development for school personnel utilizing data driven decision making through the problem solving process and that comply with district, state, and federal standards.
6. Communicate with and support teachers by creating an environment conducive to effective teaching and learning and that promotes 21st century learning in the areas of digital literacies and citizenship.
7. Based on school initiatives, data, and collaboration with stakeholders, provide guidance in: operational procedures for media/collaboration centers and computer labs; purchasing of resources in regards to media and technology.
8. Collaborate to support online environments, including computer--based testing, and coordinate these directives with other staff for effective implementation
9. Perform other duties as assigned.

#### MINIMUM REQUIREMENTS:

*Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.*

#### KNOWLEDGE, SKILLS & ABILITIES:

- Ability to communicate effectively in written and oral form using positive interpersonal skills with students, faculty, staff, administration, parents, regional and district support teams
- Ability to employ effective coaching and facilitation skills to plan for and respond to student learning across content areas
- Ability to reflect and apply knowledge from current research on best practices for improving student achievement
- Demonstrate leadership skills in both formal and informal settings
- Ability to organize, prioritize, and manage work assignments in an efficient manner
- Ability to work effectively across school--based, regional, and district support teams
- Knowledge and understanding of Florida State Standards and instructional shifts

#### EDUCATION, TRAINING & EXPERIENCE:

- Bachelor's degree from an accredited institution
- Experience using digital resources to engage learners
- Experience designing and facilitating professional development of adults
- Experience participating in and/or leading professional learning communities
- OR**
- Any equivalent combination of education and experience which provides the required knowledge, skills, and abilities to perform the essential duties and responsibilities of the position

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### CERTIFICATES, LICENSES, & REGISTRATIONS:

- Valid Florida Educator's Certificate

### ADDITIONAL REQUIREMENTS:

- Must be on the approve applicant list.

### PREFERRED QUALIFICATIONS:

- Master's degree in an educational field from an accredited institution
- Successful experience coaching and mentoring adults

**SUPERVISORY RESPONSIBILITY:** none

### PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

|                                     |                 |   |
|-------------------------------------|-----------------|---|
| <input checked="" type="checkbox"/> | Sedentary Work  | Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met. |
| <input type="checkbox"/>            | Light Work      | Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.  |
| <input type="checkbox"/>            | Medium Work     | Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.  |
| <input type="checkbox"/>            | Heavy Work      | Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.  |
| <input type="checkbox"/>            | Very Heavy Work | Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.   |

### PHYSICAL ACTIVITY:

*(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)*

|   |           |   |
|---|-----------|---|
| R | Sitting   | Resting with the body supported by the buttocks or thighs.  |
| F | Standing  | Assuming an upright position on the feet particularly for sustained periods of time.  |
| R | Walking   | Moving about on foot to accomplish tasks, particularly for long distances.  |
| S | Climbing  | Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.                     |
| O | Balancing | Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. |
| O | Bending   | Lowering the body forward from the waist.   |
| O | Stooping  | Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.              |
| O | Kneeling  | Bending legs at knee to come to a rest on knee or knees.  |
| O | Crouching | Bending the body downward and forward by bending leg and spine.   |
| O | Crawling  | Moving about on hands and knees or hands and feet   |
| O | Twisting  | Moving body from the waist using a turning motion.  |
| F | Reaching  | Extending hand(s) and arm(s) in any direction   |
| O | Pushing   | Using upper extremities to press against something with steady force in order to thrust forward, downward or outward                    |
| O | Pulling   | Using upper extremities to drag, haul or tug objects in a sustained motion.   |

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|   |                    |   |
|---|--------------------|---|
| O | Lifting            | Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles.          |
| R | Finger Dexterity   | Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.   |
| R | Grasping           | Applying pressure to an object with the fingers and palm.   |
| F | Feeling            | Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips  |
| F | Repetitive Motions | Substantial and continuous movements of the wrists, hands, and/or fingers.  |
| R | Talking            | Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly. |
| R | Hearing Acuity     | The ability of perceive speech and other environmental sounds at normal loudness levels.  |
| R | Visual Acuity      | The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.  |

### WORKING CONDITIONS:

*(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position with an "X". Please note that there can be more than one condition.)*

|                                     |                        |  |
|-------------------------------------|------------------------|--|
| <input type="checkbox"/>            | Outdoors               | The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.   |
| <input type="checkbox"/>            | Indoors                | The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.  |
| <input checked="" type="checkbox"/> | Indoors and Outdoors   | The worker is subject to both environmental conditions. Activities occur inside and outside.   |
| <input type="checkbox"/>            | Cold                   | The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.  |
| <input type="checkbox"/>            | Heat                   | The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.   |
| <input type="checkbox"/>            | Noise                  | The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.   |
| <input type="checkbox"/>            | Vibration              | The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.   |
| <input type="checkbox"/>            | Hazards                | The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals. |
| <input type="checkbox"/>            | Atmospheric Conditions | The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.   |
| <input type="checkbox"/>            | Oils                   | The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.   |
| <input type="checkbox"/>            | Respirator             | The worker is required to wear a respirator.   |
| <input type="checkbox"/>            | None                   | The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).  |
| <input type="checkbox"/>            | Other                  |  |

### MACHINES, TOOLS, EQUIPMENT:

*(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)*

General office equipment, including personal computers, fax machines, copiers, telephones, etc.

*Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.*