



JOB TITLE	New Teacher Support Coach
REPORTS TO	Assistant Superintendent for Student Learning
SALARY SCHEDULE/GRADE	Certified
CONTRACTED DAYS AND/OR HOURS	200 Days
JOB CLASS CODE	
POSITION CLASSIFICATION	Certified
DATE APPROVED	April 17, 2023

QUALIFICATIONS

Masters or equivalent, preferably in Instructional Coaching/Leadership

POSITION SUMMARY

This position has three primary roles. First, this position will teach and oversee the education pathway at EHS, including the course work, Educators Rising CTSO, and recruitment of students into the program. Second, this position will serve as a specialized instructional coach for new teachers, particularly those new to the profession. Third, this position will support the EIS Human Resource department in recruiting and retention services.

PERFORMANCE RESPONSIBILITIES

Serve as the primary teacher and instructor for the education pathway courses at Elizabethtown High School (EHS)

Build and maintain the Educators Rising Career and Technical Student Organization (CTSO) as part of the education pathway at EHS

Work to support observation hours, practicum experiences, and Co-Op opportunities through the education pathway at EHS

Identify and collaborate regularly with all new teachers to the profession and within Elizabethtown Independent Schools (EIS), including those in their first 3 years, through a districtwide coaching model

Lead and support Elizabethtown Teacher Induction Program (ETIP) for new teachers to the profession

Lead and support the New Teacher Cadre for new teachers to EIS

Support the EIS Human Resources team with recruitment fairs through local colleges and universities

Support the EIS Human Resources team in connecting with and placing practicum and student teachers as part of the teacher recruitment strategy

Build systems to support EHS graduates in the education pathway while in college and during job placement, preferably in EIS

Demonstrate a commitment to professional growth.

Demonstrate effective interpersonal and communication skills.

Demonstrate punctuality and regular attendance.

Adhere to the Professional Code of Ethics for Kentucky Certified Personnel 16 KAR 1:020

Perform other duties as assigned by Superintendent or designee.

PHYSICAL DEMANDS

	SELDOM/RARE	OCCASIONAL (UP TO 1/3 OF WORK DAY)	FREQUENT (1/3 TO 2/3 OF WORK DAY)	FREQUENT (2/3 OF WORK DAY)
Standing/Walking	☐	☐	☒	☐
Sitting	☐	☐	☒	☐
Handle/Finger/Feel	☒	☐	☐	☐
Reach/Push/Pull	☒	☐	☐	☐
Bend/Stoop/Crouch	☒	☐	☐	☐
Kneel/Crawl	☒	☐	☐	☐
Climb/Balance	☒	☐	☐	☐
Lift/Carry (check weight and frequency)				
Up to 10 lbs.	☐	☒	☐	☐
Up to 20 lbs.	☒	☐	☐	☐
Up to 50 lbs.	☒	☐	☐	☐
Up to 100 lbs.	☒	☐	☐	☐
Over 100 lbs.	☒	☐	☐	☐

INTERVIEW PROCESS

In an effort to ensure great people are hired to work with our students, the interview process is quite different for administrative coaching positions. Traditional interview questions might be asked, however these performance tasks represent an opportunity to see what candidates can do in the role that they are aspiring to fill.

Pick 2 of these performance tasks to prepare for the interview committee. The highlighted task is REQUIRED		
PERFORMANCE TASK	EXPLANATION OF PURPOSE	EVALUATION CRITERIA
Review the Teaching and Learning Pathway HERE. Develop a Course Overview for the 4th core course - Collaborative Clinical Experience. Be prepared to explain your choices for the decisions you made. <i>BACKGROUND: While there are three options for a fourth course, we want students in the T&L Pathway to be in clinical experiences.</i>	The ability to construct a course overview for the teaching and learning pathway is crucial for us to continue to grow the program, particularly as we think about a clinical experience in our schools.	What choices were made in regards to the most important elements for this course? Does the candidate show expertise and passion for this opportunity and pathway?
Review this video and prepare coaching feedback and notes for the teacher. Please make sure to include key talking points and opportunities for next steps. <i>BACKGROUND: This is not an EIS teacher but could be similar to a classroom in EIS.</i>	Providing feedback and coaching is the primary purpose of this role. Supporting and guiding teachers in an intentional process of coaching and feedback to support ongoing learning and growth is crucial to our sustained growth as a district.	Feedback: What feedback was given and do we feel that this was the most important takeaways from the lesson? Presentation: How might a teacher handle this feedback from a coach? Where might the teacher be pushed and how well will the coach be able to do that?
Prepare an agenda and 1-2 activities you might use to support brand teachers in a 3 hour professional learning experience.	Leading professional development and other professional learning experiences are a vital part of continued growth for teachers. This PAPER is a good explanation of our beliefs around professional learning in EIS.	Agenda and Content: Is the content organized effectively and efficiently and meet several components of effective professional learning referenced in the paper? Activities: Are the activities appropriate for teachers and aligned with our instructional beliefs in EIS?