

(NEW 1-10-12)

JOB DESCRIPTION

TITLE: TEACHER ON SPECIAL ASSIGNMENT/ Science Coach

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/
Experience

Bachelor's degree in Elementary Education, Science or related field from four-year college or university. Five years teaching experience, K-12. Five years knowledge/experience in the areas of mathematics and science, including curriculum integration, the Scientific Process, critical thinking skills, mathematics problem solving strategies, Next Generation_Sunshine State Standards, student assessment, and reading processes and strategies. Five years computer experience and good communications skills and experience using technology specific to mathematics and science education.

Language Skills

Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Certificate/License

Elementary Certification (K-5) or Florida Science Certification at the level of assignment.

Reasoning Ability

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagrammatic form and deal with several abstract and concrete variables.

Physical Demands The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to sit. The employee is required to stand and walk; use hands to finger, handle or feel; and reach with hands and arms. The employee occasionally lifts and/or moves up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision and ability to adjust focus. The employee shall be free of any alcohol or non-prescribed controlled substance while on duty. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

REPORTS TO Building Principal

GENERAL RESPONSIBILITIES

1. Demonstrates teaching and modeling in the area of science through the coaching model.
2. Provides teacher training and support in science content and instructional strategies; differentiating science instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content area of science.

SPECIFIC RESPONSIBILITIES

1. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling.
2. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction.
3. Ensures that the school science curriculum is aligned with state and national standards.

4. Promotes teachers' delivery and understanding of the school science curriculum through collaborative long-range and short-range planning.
5. Facilitates teachers' use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities.
6. Assists teachers in utilizing science equipment and technologies.
7. Attends professional meetings in the area of science.
8. Assists teachers and district staff with science program evaluation.
9. Informs science coordinator of activities, needs, concerns, and issues, and meets on a regular basis.
10. Completes reports related to science training and instruction.
11. Performs other duties as assigned.