



GENESEO

COMMUNITY UNIT
SCHOOL DISTRICT #228

Where the *future* grows.

Administrative Coach for Academics and Instruction (ACAI)

A building-level position, utilized district-wide
Comparable to a building principal, 186 day contract
A facilitator and coach, not a top-down leader

Problem

1. Geneseo CUSD 228 recognizes that significant learning loss has taken place during this time of COVID. The district would like to take steps now to address the learning loss. Coincidentally, the district sees this current disruption on pre-k through 12 academia as an opportunity to forever change the ways it delivers instruction and assesses students.
2. Geneseo wants to continually innovate and ask what good teaching looks like, while reimagining what learning in the 21st century can be and what it takes to get there.
 1. Collaboration among staff and administrators are at higher levels than previous years, leading to greater opportunities for instructional improvement.
 2. Conversations about retention, compliance, grades, mastery, proficiency, and standards are happening with more depth.
 3. Instructional Coaches are stretching staff's thinking and practice, and working to increase student achievement.
3. Improving instructional collaboration, addressing learning loss and disruption, making changes to the definitions of retention, grades, and mastery, and providing powerful instructional coaching for educators are all essential in emphasizing a priority for Teach - Learn - Care. In order to ensure we do not revert back to previous levels of instruction and learning, and instead develop these essential items into daily practice, a prioritization of resource allocation is needed.

Possible Solution

1. The district can make a commitment to this forward-thinking initiative through the hiring of an Administrative Coach for Academics and Instruction (ACAI).
 1. This position does not compete or conflict with principals or leadership teams, but rather complements their work through intentional planning, best practice research, expanding professional development, vertical articulation, facilitated conversations, and follow-through.
 2. This position will allow building principals to focus on the reacclimation of staff, students, and parents to the educational setting post-COVID, while continuing to move the district forward with not just academic recovery, but with new academic discovery.
 3. This position will work closely with building principals, leadership teams, and the instructional coaches to complement and support academic goals while coordinating across levels.

Now is the time to be aggressive and commit to the community, staff, students, and administrators resources to take Geneseo CUSD 228 to the next level of academic achievement. This is a great opportunity for Geneseo to reaffirm itself (post-COVID) as not just one of the best districts in the area, but in the state.

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Geneseo School District, 228 JOB DESCRIPTION

TITLE: Administrative Coach for Academics and Instruction (ACAI)

QUALIFICATIONS: As set by State Licensure Authorities; Minimum 5 years teaching experience, Administrative experience preferred, Instructional coaching experience or training preferred

REPORTS TO: Superintendent, in coordination with Building Principals

POSITION INFO: Building-level position (utilized district-wide), comparable to a building principal in salary and contract expectations, facilitator and coach, 186 day contract. Would serve as a co-leader on the TLT.

JOB GOAL: Collaborate Pre-K - 12 with teachers, administrators and instructional coaches to ensure the successful implementation of a student-centered instructional coaching program, coordinate vertical curriculum alignment, provide action research, and expand professional development opportunities aligned to student learning.

SPECIAL NOTE: This position complements the work of building principals and leadership teams through intentional planning, best practice research, expanding professional development, vertical articulation, facilitated conversations, and follow-through.

PERFORMANCE RESPONSIBILITIES:

1. Dream Big.
2. Facilitate focused conversations with teachers, coaches, and administrators that lead to discovery and on to sustainable transformational changes with measurable effect sizes.
3. Work with the team of instructional coaches to plan individualized and team-based coaching cycles for all certified staff on an annual instructional coaching caseload, supplementing as time allows.
4. Collaborate with the TLT to coordinate, develop, present and monitor ongoing professional development across the district.
5. Meet monthly with building principals to coordinate coaching cycles, plan vertical and subject articulation, provide action research, and support academic goals.

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6. Work with elementary teachers and principals to integrate college and career readiness foundations into the curriculum through Xello and other means.
7. Serve on, or act as a resource for, building and district leadership teams.
8. Maintain an up-to-date comprehensive inventory of instructional coaching materials and best practice resources for individual and district growth.
9. Make site visits and/or attend professional development to stay current with instructional coaching and curriculum alignment best practices.
10. Build trusting relationships with staff through open communication, strong organization, transparency and follow-through.
11. Guide instructional coaches and teachers on the use of classroom, MAP, and state assessment data, both instructional and anecdotal, and set instructional goals to improve student learning.
12. Provide ongoing research, modeling, and training for teachers in the use of effective instructional and assessment strategies.
13. Evaluate instructional coaches using the district 228 instructional coaching evaluation template. Complete informal and formal observations while providing individual feedback sessions for instructional coaching professional growth.
14. Meet weekly with instructional coaches for professional learning, collaborative planning, program monitoring, and to coach the coaches.
15. Coordinate additional learning opportunities, both for remediation and enrichment, for our students through extended school day, extended school year, or other means during the regular school day.
16. Coordinate schedules with staff to allow for common planning and collaboration.
17. Facilitate at least one coaching cycle in each building annually, with more cycles facilitated as needed in order to balance the instructional coaching load.
18. Other duties as assigned by the superintendent.

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