



## Job Title: Coach, Science

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 309490, 309492, 309494

JDE: C-30.03

### MAJOR FUNCTION:

Provide assistance and ongoing professional development to teachers, including training, coaching, and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in science instruction and student achievement.

### MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited institution.
- Valid Florida teaching certificate in science or elementary education.
- Three (3) years of Highly Effective/ Effective classroom teaching experience.
- Proven experience successfully managing business/department functions and staff preferred.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

### KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.
- Ability to design and deliver professional teacher and parent development opportunities and programs.

### REPORTS TO:

Designated Supervisor or Designated Administrator

### ESSENTIAL JOB FUNCTIONS:

- Work with teachers to ensure that science programs are implemented with fidelity.
- Provide direct, classroom-based, professional development for teachers through regular modeling of research-based science instruction.
- Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the school they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement.
- Assist teachers in providing appropriate science intervention instruction for struggling students, including those who are Limited English Proficient.
- Model lessons in effective science instruction, including lessons that provide differentiated instruction.
- Facilitate teacher study groups regarding current science research and effective science instruction.
- Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established science benchmarks.
- Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership.
- Coach teachers in effective instructional strategies in a variety of content areas.
- Coordinate and schedule ongoing professional development of teachers in the building through activities such as coaching grade-level meetings, classroom demonstrations, and study groups.
- Model enthusiasm, commitment, and intensity for focused science instruction.
- Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County.
- Assist content area teachers by providing and demonstrating effective strategies for content instruction to students.
- Coach teachers in the latest techniques for the prevention and remediation of science problems.
- Model effective teaching strategies and techniques.



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### OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

### EXERTION TYPE:

- Medium work. Position requires exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

### OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

| Physical Requirement                                 | Description  | Percent of Time |
|--|--|-----------------|
| <input checked="" type="checkbox"/> Balancing        | Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. | 30%             |
| <input checked="" type="checkbox"/> Climbing         | Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.  | 10%             |
| <input checked="" type="checkbox"/> Crawling         | Moving about on hands and knees or hands and feet.   | 10%             |
| <input checked="" type="checkbox"/> Crouching        | Bending the body downward and forward by bending leg and spine.  | 30%             |
| <input checked="" type="checkbox"/> Feeling          | Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.  | 80%             |
| <input checked="" type="checkbox"/> Finger Dexterity | Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.   | 90%             |
| <input checked="" type="checkbox"/> Grasping         | Applying pressure to an object with the fingers and palm.  | 30%             |
| <input checked="" type="checkbox"/> Hearing          | Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.  | 100%            |
| <input checked="" type="checkbox"/> Kneeling         | Bending legs at knee to come to a rest on knee or knees.   | 10%             |
| <input checked="" type="checkbox"/> Lifting          | Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.                               | 30%             |
| <input checked="" type="checkbox"/> Pulling          | Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.   | 30%             |
| <input checked="" type="checkbox"/> Pushing          | Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.   | 30%             |
| <input checked="" type="checkbox"/> Reaching         | Extending hand(s) and arm(s) in any direction.   | 30%             |
| <input checked="" type="checkbox"/> Repetitive       | Substantial movements (motions) of the wrists, hands, and/or fingers.  | 80%             |



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| Motion                                       |   |      |
|--|---|------|
| <input checked="" type="checkbox"/> Seeing   | The ability to perceive the nature of objects by the eye.   | 100% |
| <input checked="" type="checkbox"/> Sitting  | Particularly for sustained periods of time.   | 40%  |
| <input checked="" type="checkbox"/> Standing | Particularly for sustained periods of time.   | 40%  |
| <input checked="" type="checkbox"/> Stooping | Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles. | 30%  |
| <input checked="" type="checkbox"/> Talking  | Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.   | 90%  |
| <input checked="" type="checkbox"/> Walking  | Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.  | 30%  |

**TERMS OF EMPLOYMENT:** Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

**DAYS PER YEAR:** 196

**FLSA STATUS:** Exempt

**BARGAINING UNIT:** TALC

**WORKER'S COMP. CATEGORY:** 8868 - School Professionals

**BOARD ADOPTION:** 10-23-12

**REVISED:** 11-7-18, 1-26-21

**REVIEWED:** COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.