

## GIFTED INSTRUCTIONAL COACH

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

<b>Position</b>	<b>Part-Time or Full-Time</b>	<b>Deadline to Apply</b>	<b>Start Date</b>	<b>Building/District Location</b>	<b>Special Requirements</b>
Gifted Instructional Coach	Full-Time 4 days/week (Potential for 5 days per week)  7:30 a.m. to 3:30 p.m.	Until Filled	8/1/2026	Tipp City High School	Must hold, or have the ability to obtain, a valid State Board of Education Teaching License with core content area preferred. Gifted endorsement and prior Instructional Coach experience preferred. Masters Degree or Doctorate in Educational Leadership preferred.

If you have questions regarding the position and/or building assignment, please contact Erica Baer-Woods, Director of Student Achievement and Gifted Learning at:

[ebaer-woods@mresc.org](mailto:ebaer-woods@mresc.org)

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

[\*\*MRESC Application\*\*](#)

Please read below for a full job description for this position.

# MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER

## BELLEFONTAINE\*OHIO

**Title:** **Gifted Instructional Coach** **File 440**

**Reports to:** Building Administrator, Program Director, Gifted Coordinator, or other supervisor as designated by the Superintendent.

**Job Objective:** The Instructional Coach has both content and instructional expertise across content areas with a primary focus on strategies that support gifted students' academic growth. The Instructional Coach facilitates the district's professional learning model by demonstrating lessons, observing classroom instruction, offering classroom instruction, and group or one-on-one non-evaluative coaching of teachers.

**Minimum Qualifications:**

1. Holds or is eligible for valid Ohio Teacher Licenses. *Administrative degree with Masters degree or higher strongly preferred.*
2. Gifted Intervention Specialist licensure required.
2. Has a minimum of 5 years successful teaching experience.
3. Demonstrates knowledge of state and national standards.
4. Has a deep knowledge of reading, writing, literacy development, science, and math.
5. Has previous instructional coaching, teacher leadership, and/or experience as an administrator.

**Responsibilities & Essential Functions:**

1. Implement a collaborative coaching and learning approach, especially utilizing learning walks and collaborative conversation to inform instructional practices.
2. Assist teachers in a collaborative model of observation, conversation, and lesson demonstration to analyze and reflect on their practice to promote high-quality instructional practices.
3. Model effective, differentiated instruction – especially for, but not limited to, gifted students.
4. Work with teachers to provide instruction that (1) builds student understanding and skills, (2) is academically rigorous, (3) addresses the curriculum standards and frameworks, and (4) enhances students' sense of engagement in and ownership of learning.
5. Work with administrators and classroom teachers to design standards-based, high-quality instruction based upon the cognitive coaching and adaptive schools principles.
6. Participate in professional learning and utilize inquiry and self-reflection to grow in his or her own instructional leadership practice.
7. Provide opportunities for individualized, classroom-based coaching with all teachers to support them in implementing effective instructional practices.

8. Facilitate professional collaborative longitudinal groups and grade-level teams among teachers in which issues related to implementing effective content instruction are considered, current research and writing on effective practice is read and discussed, engaging lessons are planned, and student work and data are reviewed to inform instruction.
9. Provide comprehensive/balanced professional learning in and across given subject areas and curricular areas, especially emphasizing the use of projects in effective teaching and learning.
10. Participate fully in professional learning for coaches, including peer observations, professional research and reading, and inquiry sessions.
11. Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments when appropriate.
12. Assist district teachers and administrators in: creation and implementation of WEP's and WAP's; progress reporting
13. Work collaboratively and collegially with other instructional coaches, department chairpersons, principals, and other administrators/leaders to design and deliver professional learning opportunities.
14. Create and support teachers' use of district assessments and data to drive instruction and to support effective school improvement initiatives that are aligned with the District's strategic plan, mission and goals.
15. Ongoing support for teachers' instructional needs.
16. Facilitate communication regarding gifted and talented identification and instruction with students' parent(s) and/ or guardian(s).
17. Perform other job-related duties, as assigned.

**Knowledge, Skills, & Abilities Required:**

1. Possesses a deep knowledge of and experience in:
  - a. Content
  - b. Instructional strategies (especially gifted and talented learners)
  - c. Teaching Environment
  - d. Assessment-driven instruction (teaching/learning process)
2. Possesses outstanding presentation and facilitation skills
3. Ability to develop, present, implement, and/or establish professional learning sessions, programs, and projects
4. Knowledge and demonstration of best practices in program evaluation
5. Ability to organize and manage multiple tasks and conflicting time constraints
6. Ability to communicate ideas and expectations clearly and effectively both orally and in writing

7. Ability to engage in self-evaluation with regard to leadership, performance and professional growth
8. Ability to listen well
9. Ability to work in multiple settings
10. Ability to advise and give guidance in classroom instructional practices
11. Ability to work with a variety of adult personalities
12. Working knowledge of current gifted education requirements, including, but not limited to the following: creation and implementation of WEP's and WAP's; best practices in progress reporting
7. Exhibits effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
8. Embraces diversity and exhibits cultural proficiency
9. Has experience working with continuous improvement processes
10. Is able to design and deliver quality professional learning for administrators and teachers
11. Is able to model lessons demonstrating best practices in instruction
12. Is able to support teachers in development of differentiated lessons
13. Demonstrates the ability to communicate in a professional manner both orally and in writing
14. Demonstrates strength in organization and efficiency in meeting deadlines
15. Experienced in analyzing data to plan for instruction
16. Demonstrates ability to interact positively and work cooperatively with various teams, departments, and individuals
17. Demonstrates interest and engagement in professional learning and reflection
18. Is able to work a flexible schedule as needed.
19. Possesses a valid driver's license and is able to pass background check
20. Uses technology solutions to increase efficiency, effectiveness, and communication to enhance coaching strategies and professional learning

**Working Conditions:**

- Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.
- Potential for exposure to blood borne pathogens.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Exposure to adverse weather conditions and seasonal temperature extremes.

- Duties may require operating and/or riding in a vehicle.
- Duties may require working under stress to meet schedules and deadlines.
- Exposure to personal hygiene products and medications.
- Exposure to cleaning solvents and chemical vapors.
- Duties require wearing protective clothing and/or safety equipment.