

# Summer Instructional Coach 2012 Job Description

**Application Deadline: April 22**

\*hiring is rolling, early applications recommended

## **BREAKTHROUGH CAMBRIDGE**

Founded in 1992 as Summerbridge Cambridge, Breakthrough Cambridge (BTC) is the only year-round, tuition-free academic program in Cambridge that serves at-risk and under-resourced middle and high school students. Breakthrough Cambridge is a six-year program comprised of an academically intensive middle school program and a high school support program that works with students until college matriculation. Unique to Breakthrough is the “students teaching students” model that inspires the next generation of educators by offering talented high school and college students the opportunity to teach classes in our middle school program. An independent 501c3 nonprofit, Breakthrough Cambridge is part of a national educational movement called The Breakthrough Collaborative, which consists of 32 sites across the country.

Each year, BTC serves approximately 120 motivated, diverse middle school students from the Cambridge Public Schools, providing academic enrichment, skill building, mentoring, and leadership development. BTC provides dynamic, tuition-free academic programming with a 3:1 student to teacher ratio in the summer and during the school year. Our younger students gain the skills and motivation to succeed in rigorous high school programs, and, ultimately, in college. Meanwhile, our program empowers older students to teach – *every member of our 40 person teaching faculty is a high school or college student*. Teachers gain hands-on experience in every aspect of education; they develop and teach courses, mentor and assess their students, lead extracurricular activities, plan special events, and communicate with families. All of our burgeoning teachers receive intensive training and ongoing support from professional staff members, with Instructional Coaches serving as their primary coaches.

The Breakthrough national education movement is seeing great results. This past fall, over 100% of active BTC student alumni who graduated from Cambridge’s public high school went on to attend four-year colleges! 72% of teacher alumni go on to work as educators after graduating from college, attesting to the power of their experience at Breakthrough.

## **THE SUMMER PROGRAM**

The intensive, nine-week summer program is the centerpiece of BTC. Located at the Kennedy-Longfellow School in Cambridge, the program is constantly abuzz with energy, learning, collaboration, hard work, and excitement – the powerful blend known as “Breakthrough spirit.” Each weekday, students take classes in math, literature, science, social studies, and writing. Students also benefit from daily Community Meeting, supervised homework time, extracurricular “clubs” such as soccer, step, yearbook and chorus. After students leave for the day, teachers remain to attend meetings and plan for the upcoming day’s classes. Additionally, each Friday afternoon, students take part in teacher-designed special events such as Math Olympics, College Challenge Day, and the annual Camping Trip.

Professional educators play an instrumental role in the success of the “students teaching students” enterprise. This summer, BTC will hire a part-time Counselor, and ten part-time Instructional Coaches (two for each department). Two Instructional Coaches are assigned to each department (math, literature, writing, social studies and science). Each Instructional Coach is responsible for working closely with half of the teachers in that department—training them, providing feedback on their lesson plans, observing their classes, and supporting their professional development.

Instructional Coaches play a crucial role in helping to create a vibrant learning environment during the summer, as well as a gratifying experience for the teachers. During what is often their first time in the classroom, BTC teachers face a steep learning curve and often struggle to master the many elements of the job: lesson planning, behavior management, differentiating instruction, communicating effectively with parents, and self-care, to name a few. In light of these challenges and of Instructional Coaches provide teachers with the inspiration, perspective, support, and skills to help their students learn. “ICs” also become vital members of a diverse, vibrant community, focused on personal growth and close collaboration.

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## **SUMMER 2012 INSTRUCTIONAL COACH POSITIONS**

### **Math (2)**

Each math Instructional Coach is responsible for supporting the work of 4 math teachers. In math, teachers will use a variety of professionally designed curricula and math resources, as well as materials from past BTC math classes, to plan their six-week courses. Math classes will focus on pre-algebra and algebra for rising seventh, eighth and ninth graders. In addition to supporting teachers, math ICs will help to develop and implement any necessary supplemental pre- and post-assessments for students and final projects.

### **Literature (2)**

Each literature Instructional Coach is responsible for supporting the work of 4 literature teachers over the summer. Students will read two high-school level books. The curriculum’s objective is to develop skills of literary analysis – to foster students’ abilities in interpreting literature, while supporting their arguments with textual evidence. In addition to supporting teachers, literature ICs will help to score and analyze pre- and post-assessments for students in their subject areas.

### **Social Studies (2)**

Each social studies Instructional Coach is responsible for supporting the work of 4 social studies teachers during the summer. Social studies teachers develop original academic electives. The courses tap into teachers’ areas of interest and expertise, while also appealing to and enriching middle school students. Examples of past courses include Women’s History, BTC Congress, Exploring Chinatown, History of African Slavery in the United States, and Mock Trial. Though the content of each course differs, teachers all work with the same weekly skills objectives. The curriculum is writing intensive, focusing on expository paragraphs and essay writing. Students also learn about evaluating primary and secondary sources in a final research project.

### **Science (2)**

Each science Instructional Coach is responsible for supporting the work of 4 science teachers during the summer. The courses tap into science concepts that will enrich our middle school students and tap into teachers’ areas of interest and expertise. Courses this summer will focus on the core content areas of biology, chemistry and physics. Students will conduct labs, learn about the scientific method, and practice data analysis.

### **Writing (2)**

Each writing Instructional Coach is responsible for supporting the work of 4 writing teachers during the summer. In writing, teachers will use a variety of professionally designed curricula and writing resources, as well as materials from past BTC writing courses, to implement a rigorous six-week course. Writing courses will focus on expository writing concepts for rising seventh and eighth graders. Our ninth grade students participate in a Journalism course that focuses on the development of using resources and research in writing.

## INSTRUCTIONAL COACH EXPECTATIONS

### Prior to the Summer:

- Participate in approximately 12 hours of training, with follow up assignments and classroom observations;
- Participate in curriculum-related conference calls or meetings, and become thoroughly familiar with the curriculum in your department;
- Help develop common departmental goals and pre-summer teacher assignments and communicate those goals and assignments to teachers in your department;
- Participate in planning meetings with other professional staff;
- Collaborate with colleagues to support three to five lesson planning sessions during orientation
- Provide support, via phone or email, to teachers in your department regarding pre-summer assignments, including unit planning.

### Teacher Orientation (June 20 – June 29):

- Attend as many orientation sessions as your schedule permits;
- Facilitate two to three workshops on instructional strategies, classroom management strategies, and/or lesson planning;
- Hold initial department meetings to conduct team building activities, discuss expectations for the summer, and work on lesson and unit planning;
- Individually conference with each teacher regarding his or her lesson plans and goals for the summer;
- Cultivate positive, supportive, and professional relationships with each teacher.

### Six-Week Summer Program (July 2 - August 10):

- Support, challenge, and coach each teacher through what, for many, is their first classroom experience;
- Provide curriculum support in respective subject area;
- Observe each teacher three times weekly, and hold debriefing conferences *at least* once weekly;
- Provide regular, timely, and honest feedback to each teacher on classroom teaching and lesson planning;
- Hold teachers accountable for planning, documentation, and reflection;
- Evaluate each teacher on a bi-weekly basis using BTC's Teacher Excellence Rubric;
- In collaboration with the teacher serving as Department Chair and the other assigned Instructional Coach, hold regular department meetings;
- Collaborate effectively with department's other Instructional Coach, all Instructional Coaches, and professional staff
- Meet weekly with the Director of Curriculum and Instruction to report teachers' progress, struggles and any issues that should be addressed

### Evaluation Week (August 13 - 17):

- Compose formal letters to each teacher, summarizing his or her strengths, areas of growth over the summer, and areas for future development as a teacher;
- Final conference with each teacher;
- Edit teachers' student evaluation letters;
- With other Instructional Coaches, compile a written report reflecting on the summer and offering recommendations for program improvement.

## INSTRUCTIONAL COACH QUALIFICATIONS

- Experience teaching relevant subject area to middle or high school students in a diverse setting, for three to five years or more;
  - Strong understanding of respective subject area;
  - Excellent interpersonal skills – especially, the ability to communicate and collaborate with high school and college students;
  - Creativity, energy, flexibility, organization, strong work ethic, and love of teaching;
  - Bachelor’s degree required, Master’s degree preferred;
  - Familiarity with teacher training, the Breakthrough model, and/or the Cambridge Public Schools a plus.
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### 2012 SUMMER PROGRAM DATES

Teacher Orientation	June 20 – June 29
Summer Program	July 2 – August 10
Evaluation Week	August 13 - 17

**Note:** We encourage applications from candidates who have *partial* conflicts with Teacher Orientation and Evaluation Week, as the schedule these weeks is somewhat flexible.

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### NUTS AND BOLTS

**All Instructional Coaches will:**

- Attend the entire **Teacher Orientation** session and lead some workshops (June 20-June 29)
- Work on-site during the **Summer Program** for a total of **30 hours per week**, about 25 hours onsite, Monday through Thursday, and about 5 hours off-site on weekends and evenings.
- Work a flexible schedule during **Evaluation Week** for a total of about 15 hours.

**Compensation** will be based on experience and will be discussed during the interview process.

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### APPLICATION PROCESS

To apply, please send a **resume, contact information for three references, and your responses to the essay questions below** to Rupal Jain, Director of Curriculum and Instruction (see below). The application deadline is noted on the front page of this document. **Hiring is rolling, and we begin to fill positions as early as February**, so it is best to submit applications early. For more information, please visit [www.breakthroughcambridge.org](http://www.breakthroughcambridge.org), or contact Rupal.

**By Email** (preferred) Rupal Jain, [rjain@breakthroughcambridge.org](mailto:rjain@breakthroughcambridge.org)

**By Phone:** 617-349-6647

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P. O. Box 381486  
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**By Fax** (617) 349-6810

*Breakthrough Cambridge, formerly Summerbridge, is an equal opportunity/affirmative action employer. We strive to hire a staff that, in all ways, reflects the diversity of the Cambridge community.*

## ESSAY QUESTIONS

1. What motivates you to work as an Instructional Coach at BTC? How does this position fit into your career plans?
2. Describe a lesson or anecdote from your time as a teacher that encapsulates your teaching philosophy.
3. In your view, what are the most pressing challenges facing first-time teachers? How would you approach the challenge of helping them – especially as high school or college students – to develop the necessary skills, habits, and perspectives?