



2022 SUMMER ARTS FOR LEARNING ACADEMY (SALA) INSTRUCTIONAL COACH

Reports to: Summer Arts for Learning Academy Site Director
Classification: Seasonal Full-Time Exempt

Request for Qualifications:

Arts for Learning Maryland (formerly Young Audiences of Maryland) is seeking highly experienced Teachers and Teaching Artists to submit their qualifications to be contracted as an Instructional Coach during the Summer Arts for Learning Academy (SALA) in Summer 2022.

The SALA Instructional Coach Job Description:

The SALA Instructional Coach is the key to ensuring rigorous and meaningful learning in both literacy and math at SALA sites. They are considered the “experts” in the building and are the first point of contact for content, collaborative planning, co-teaching, arts integration, lesson plans (how to write them, how to submit them, what we are looking for), classroom management, observations (in partnership with site leadership), and accommodations for students with special needs—with or without IEPs and/or 504’s. Instructional Coaches will be paired (one Artist/one Teacher) to support two SALA sites. The pairs will create a schedule of visiting their two sites together and supporting staff in planning, co-teaching, and reflecting on their work.

About the Summer Arts for Learning Academy:

Baltimore City Schools’ Summer Arts for Learning Academy (SALA), operated by Arts for Learning Maryland (formerly Young Audiences of Maryland), offers students an opportunity to imagine, create, and express who they are through the arts. This is an action-packed, full-day, six-week program (Monday - Thursday) that introduces students to a wide variety of art forms—from illustration and spoken word to percussion, drama, and dance—which gives students a chance to work alongside students from across the city and be taught by professional Artists. Students’ work is celebrated through a student showcase on the final day of the program. Arts for Learning Maryland will host nine Academy sites throughout the city, locations TBD. Each classroom will have 26 students.

Mission and Core Values:

The mission of Arts for Learning Maryland’s (formerly Young Audiences of Maryland) elementary grade Summer Arts for Learning Academy is to provide students with a once-in-a-lifetime opportunity to spend a Summer learning from the best Teachers and Teaching Artists our state has to offer. Through a dynamic, creative, and supportive environment, students will explore math and literacy in a unique arts integrated environment that prevents the Summer learning slide, allows them to develop socially and emotionally, expands their personal creative process, and introduces them to many different art forms taught by professional Artists.

We...

- believe unwaveringly that ALL students can achieve high standards in and through the arts.
- provide opportunities for students to develop powerfully articulate voices through art forms and honor their creative processes along the way.
- create safe, brave learning environments for students to grow, make mistakes, and contribute to the community.
- collaborate and reflect by learning from and with each other at every step of the process, cultivating positive relationships between all ages.
- encourage the development of critical thinking, problem solving, inquiry, imagination, and creativity, and provide multiple ways for students to demonstrate knowledge and mastery.
- learn about, honor, and leverage the cultural knowledge, experiences, and frames of reference of our students and community to make learning more relevant and effective.
- ensure that our students are known, loved, supported, celebrated, and valued.

Ideal Instructional Coaches Have:

- An ability to create inclusive environments where all students' unique gifts and talents are discovered and cultivated, and where students' identities (racial, cultural, social, gender, etc.) are acknowledged, affirmed, and reflected around them.
- An ability to examine biases and an understanding of the concepts of institutional and structural racism and its impact on policies and practices, especially related to the administration of public education.
- A passion for students: an ability to build meaningful relationships and a desire to "go above and beyond" to ensure each student's success.
- A commitment to seeing families as partners in education and communicating with them regularly.
- For Teachers, a current teaching certification. Preference is given to those who hold special education certification.
- Some experience with Common Curriculum or a comfort level with online lesson planning platforms.
- Teachers: excellent knowledge in the content areas (math and literacy) and a general knowledge of various art forms.
- Artists: excellent knowledge of their own art form and a general knowledge of the content areas (math and literacy).
- A strong understanding of effective arts integration and co-teaching.
- Experience coaching, leading professional development, mentoring, and/or being part of an instructional support team are a plus.
- Experience working in the SALA community, thus having a strong understanding of the community culture, typical logistics and procedures, and expectations of Teachers and Artists.
- A strong desire to fully integrate into a non-traditional learning environment where flexibility is strongly valued and where new and innovative ideas are not only cultivated but expected from all staff.

Required Dates, Times and Working Hours:

Instructional Coaches must be able to commit to attending all training and program days listed below:

- **Before Professional Development Week:** All SALA Instructional Coaches will need to attend approximately 23 hours of professional development training sessions prior to the start of PD week. The dates and times for these events will be shared at a later date. All sessions are required and paid.
- **Training and Professional Development Week:** Monday, June 27th through Thursday, June 30th 9:00 am - 4:00 pm. This is required and is paid.

- **Academy Dates:** For all sites, the program will run Monday through Thursday and will begin on July 5th and end on August 11th. Program hours are 8:30 am (Breakfast) to 3:00 pm.
 - Instructional Coaches time commitment: 9:30 am - 4:30 pm on program days (Monday - Thursday).
- **In Program Planning and Meetings:** Instructional Coaches will be paid for an additional 3 hours per week during the 6 program weeks to attend staff meetings, have collaborative planning sessions, and other meetings/prep outside of the program hours. These hours are paid upon completion of the program. Weekly meeting structure:
 - Tuesday: virtual grade level check ins and professional development 3:30 pm - 4:30 pm.
 - Wednesday: virtual collaborative planning and support from Instructional Coaches 3:30 pm - 4:30 pm.
 - One 30 minute staff meeting per week - days/times TBD by Site Directors.

Compensation:

- The SALA Instructional Coach position is a seasonal full-time exempt position and is not eligible for health benefits or overtime.
- Instructional Coaches will be paid an hourly rate of \$50.00.

Job Responsibilities:

Please note: Given that an Instructional Coach who is an Artist is paired with an Instructional Coach who is a Teacher and they are both assigned to two sites, this position includes a great deal of collaboration and communication when determining how best to support, mentor, and monitor the progress of Artist/Teacher pairs at both sites.

Professional Development

- Support/facilitate professional development sessions prior to the program.
- Support Teachers/Artists in big picture planning/collaborative conversations before they dive into the lesson plan template during Professional Development Week.
- Coach Teachers/Artists in using Common Curriculum as they are planning.
- On the last two days of Professional Development week, check in with Teachers/Artists on site to ensure that they are prepared for the first day: plans ready, expectations posted, community building/classroom management in place, etc.
- Throughout the program, design and deliver mini workshops for staff based on needs that are being seen in classrooms. Engage Artists/Teachers who are shining to help facilitate. This can happen during staff meetings in conjunction with Site Directors OR during one of the required extended days for planning.

Mentoring/Coaching

- Meet Artists and Teachers where they are and support their growth, understanding that staff come in with very different levels of experience and expertise.
- Alternate between home sites and set up a coaching schedule each week to be in classrooms to:
 - Provide on-the-spot feedback in the form of notes while observing.
 - Provide coverage so that Teachers/Artists can visit other classrooms based on what they are curious about or need additional support with.
 - Co-teach as needed/wanted—so that one of the partners can observe and reflect.
- With your partner Instructional Coach, determine a plan for checking in with each teaching pair at least once a week either to coach (described above) or help plan.
- Set a deadline for pairs to have lesson plans ready for review each week. (Please make sure that this is consistent across Instructional Coaches and blessed by Site Leadership.)

- Provide ongoing support with Common Curriculum.
- Support Artists/Teachers in creating units/lessons with these questions in mind:
 - How can this unit/lesson help my students learn something about themselves and others?
 - How can this unit/lesson make my students smarter about something (outside of skills) people, places, things? Histories?
 - How can this unit/lesson advance understanding of power, equity and anti-oppression?
- Review lesson plans in Common Curriculum to provide feedback and insight:
 - Do the lesson plans reflect the Collaborative Planning Map?
 - Is there robust and meaningful arts integration?
 - Are the standards represented in the lessons?
 - Are there any red flags?
 - Do you see any connections across classes? If so, you can connect Artists and Teachers who are doing similar work or who might benefit from collaboration.
- Use Common Curriculum as a way to share lessons/ideas across teaching pairs for inspiration, concrete examples, and to encourage collaboration across teams.
- Host weekly collaborative PDs and opportunities for Teachers and Artists to engage in meaningful dialogue in partnership with the lead PD facilitator from Arts for Learning Maryland. (This will be based on the grade band.)
- Maintain the standard SALA spreadsheet of lessons collected. This allows us to release planning payments. Remind Artists and Teachers that they will get their planning payment only if they have completed lesson plans for each day.
- Connect Teachers/Artists to resources and ensure that they have the materials, texts and resources needed.
- Be a part of the Observation Team that uses the Observation Tool to visit classrooms.

Instructional Practices and Student Support

- Develop, adapt, modify, and individualize educational materials, resources, techniques, methods, and strategies to meet the needs of students with disabilities within the SALA framework (focus on differentiation, scaffolding and co-teaching).
- Work with parents of special education children to ensure ongoing communication and instructional support system.
- Coordinate instructional activities and collaborate with other professional staff, both school and non school-based, as required to maximize learning opportunities.
- Demonstrate the use of both traditional and innovative instructional methodologies in working with various sub-groups within the population of students with disabilities.
- Build relationships with students, staff, and parents and create a positive, supportive community within the classroom and site.

Additional Duties:

- Check math manipulatives in the first two weeks—those that are not being used in a classroom should be pulled and put in a central location. Remind Teachers and Artists to visit the room to sign out supplies as needed.
- Substitute, as needed, at your home sites. Communicate effectively with the Co-Teaching Artist and Teacher you are filling in for when substituting.
- Collect student art work and artistic products that reflect strong arts integration with the lessons from which they came. Use those to create a space in the building to highlight best practices - i.e. display work products, connect staff, etc.

- Use part of the staff meeting each week to give timely updates, share shout outs, and offer specialized workshops.
- Support/facilitate Family Nights.
- Assist with the preparation and planning of the final student culminating showcase.
- Monitor distribution and collection of all pre and post assessments and surveys. Ensure that someone is inputting the data and that Arts for Learning Maryland gets all the copies.
- Provide ongoing feedback about Teachers/Artists, in addition to feedback at the end of the program. This robust feedback will be used to determine hiring for SALA 2023.
- Participate in a weekly call with all Instructional Leads to share successes, challenges, and questions and to get timely updates and problem solve.

To apply:

For consideration, apply online at:

www.artsforlearningmd.org/programs/summer-arts-academy/work-with-us/

Arts for Learning Maryland (formerly Young Audiences of Maryland) is an Equal Opportunity Employer committed to cultivating a diverse workforce and equitable workplace. We encourage applications from individuals of all backgrounds, regardless of race, ethnicity, gender, sexual orientation, gender identity and expression, age, national origin, veteran status, and disability. All qualified applications will be given equal opportunity.