

INSTRUCTIONAL COACH

DEFINITION:

Under the direction of the Directors of Educational Services and the school site principal, the Instructional Coach is an integral part of the PLC process who provides training and support to staff in the implementation of district approved curriculum and effective instructional practices. The coach will work directly with teachers at school sites, providing classroom-based demonstrations and one-on-one, non-evaluative feedback and support. Coaches will also facilitate teacher inquiry, related professional development, and work with students approximately 20 percent of the day. As a part of the school site and district team, Instructional Coaches will also collect, analyze, and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.

QUALIFICATIONS:

Experience:

- Preference given to individuals with successful experience in leadership roles.

Education:

- A minimum of five (5) years of regular classroom teaching experience and consistently positive evaluations.
- An advanced degree, National Board Certification, or specialized training is desirable.

Other:

- A valid California Teaching Credential.
- A valid California Driver's License.

DISTINGUISHING CHARACTERISTICS:

This position is an opportunity for exceptional classroom teachers to move beyond the classroom in order to mentor and support colleagues to work more closely with site and District administrators to work more closely with site and District administrators to facilitate professional learning and quality first instruction in every classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Curriculum Design:

- Plan lessons, modeling lessons, co-teaching, and implementing research-based instructional strategies.
- Assist teachers with designing inquiry-based engaging first instruction.
- Provide curricular guidance and support to maintain consistency with District initiatives and priorities, site goals, and recognized best instructional practices.

Coaching:

- Coach teachers in research-based strategies that support the effective delivery of grade-level content standards.
- Provide non-evaluative observations on an area identified by the teacher and provide confidential feedback and professional development for teachers on instructional strategies and classroom practices aligned to research and standards-based instruction.
- Provide demonstration teaching of effective lesson design and modeling with students in the classroom, including effectively running small group or differentiated instruction to meet the needs of all students, including those with special learning and language needs.
- Recommend and demonstrate appropriate classroom management techniques and intervention strategies to ensure student learning.

Professional Learning Community Practices:

- Model the characteristics of a reflective professional who monitors and evaluates one's own professional activities with the goal of continuing growth and development.

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- Model positivity in a teaching and learning environment and at the site and district as it relates to your work.
- Facilitate mutual problem-solving by way of collaborative conversations with teachers to assist implementation and mastery of new teaching practices and provide “next steps” for teachers.
- Regularly attend meetings with administration and teachers.

Data Practices:

- Support teachers in collecting and analyzing data from a variety of sources to help support instruction and intervention.

For Title I Schools:

- Develops schedules for differentiated academic support for grade level instructional groups, interventions during and beyond the school day, and for bilingual and Title I instructional aides.
- Organizes and maintains Title I instructional materials/resources for sites.
- Maintains compliance records regarding progress monitoring as directed.
- Attends school Title I meetings, district program monitor meetings, and English learner advisory committee (ELAC) meetings, and other meetings as requested.

Other:

- Perform other reasonable duties related to this position.

KNOWLEDGE:

- California State Content Standards, ELA, ELD, Mathematics, NGSS, History/Social Science.
- California State Standards for the Teaching Profession (CTSP).
- Research-based instructional strategies, programs and techniques for literacy and English language development across content areas, including RtI/MTSS.
- Knowledge and understanding of the current research in the areas of reading and mathematics.
- Effective classroom management and student engagement strategies.
- Effective research-based practices for professional development and adult learning.
- Data collection, management, analysis, and record keeping.

ABILITIES AND SKILLS:

- Specific skill-based competencies required to satisfactorily perform the functions of the job include:
 - Outstanding presentation and group facilitation skills.
 - Proven leadership, mentoring, and coaching skills.
 - Strong interpersonal skills: communication, problem-solving, conflict management and collaboration with diverse colleagues; ability to build positive working relationships with colleagues.
 - Interpret student data and assist teachers with diagnosing and prescribing intervention.
 - Observe teachers practicing effective instructional strategies and provide verbal, non-evaluative feedback.
 - Effective communication skills, both verbally and in writing.
 - Use computer applications and software including but not limited to Word, Excel, PowerPoint, Outlook, Google Suite, etc.
 - Be able to travel, for up to 5 days, for required professional development.

SPECIALIZED DUTIES (optional)

- Work with site and district administrators to develop systems and structures to improve teachers practice within schools.
- Willingness to attend a coaching professional development series and ongoing professional development.

INSTRUCTIONAL COACH**PHYSICAL REQUIREMENTS:**

- Manual dexterity sufficient to write, use a computer/keyboard, telephone, and other classroom technology, as needed.
- The mobility to stand, stoop, balance, reach overhead, kneel and bend.
- Physical mobility sufficient to move about the work environment, and possibly from site to site.
- May require the physical strength to push, pull, or lift up to 25 pounds.
- The job requires the accurate perception of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.
- Physical stamina sufficient to sit, stand, or walk for prolonged periods of time.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work onsite in a standard school/classroom environment and come in direct contact with district staff and the public.