



Position Title: **Instructional Coach**

Department: Building

Reports To: Building Principal

SUMMARY: Serve as an instructional leader to provide staff development, support, and explicit feedback to teachers about the implementation of scientifically-based programs, principles of effective instruction, instructional strategies, and assessments.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

1. Model effective teaching strategies and observe program implementation
2. Meet regularly with classroom teachers, administration, specialists and other instructional coaches to collaborate, talk about student instructional needs and pacing, and plan for differentiated instruction based on ongoing assessment outcomes
3. Collaborate with building staff to establish a master schedule supporting the district three-tiered model
4. Facilitate the selection of new or current comprehensive, supplemental and intervention programs
5. Serve as expert in the data systems and assessment teams, provide refresher trainings, and work with staff on data interpretation and making appropriate instructional decisions based on data
6. Facilitate EBISS school wide data meetings
7. Model effective communication and classroom management skills
8. Participate in professional development opportunities that support the district model
9. Perform other duties as assigned by administration
10. Corresponds with district staff and stakeholders via email
11. May be asked to translate, if applicable
12. Maintain regular on-time attendance

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Master's Degree in Education preferred and five years experience as a teacher.

CERTIFICATES, LICENSES, REGISTRATION: Valid Oregon Teaching License

LANGUAGE SKILLS: Ability to read and interpret documents such as educational research, professional publications, and curriculum guides. Ability to identify “power standards” and assist with aligning curriculum. Ability to write routine reports and correspondence, as well as create materials for presentations, such as charts and graphs. Ability to speak effectively before administrators, staff, parents, and students. Ability to facilitate group processes with teachers and administrators. The ability to create and deliver written reports to both large and small groups.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as mean, median, mode, standard deviation and percentages. Ability to read and apply statistical data and interpret scores for application in the design and implementation of reading improvement programs. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to design projects and to work independently. Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with administrators and staff. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; travel from building to other sites. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in both quiet and loud environments. The employee must be able to work with a computer screen to review and assess data. The employee must have dexterity of the hands and good visual acuity that will allow the employee to work with a computer screen for several hours at a time on a regular basis.

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.

While performing the duties of this job, the employee regularly works indoors. The employee occasionally works in temperatures above 100° and below 32° and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints. The employee frequently will work irregular or extended work hours while performing the duties of this job.

The noise level in the work environment is similar to that found in most schools and classroom. The noise level may vary from very quiet to very noisy and chaotic.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

I have read and understand this job description.

Signature

Date