



Job Title: Teacher on Special Assignment (TOSA) Instructional Coach
Reports To: Federal Programs Director
FLSA Status: Exempt

JOB SUMMARY

The Instructional Coach is a teacher who has both content and instructional expertise particularly in reading, writing, and/or math. The Instructional Coach will assist instructional staff by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of district, state, interim and summative data to improve student achievement, and align curriculum and instruction to state and district-identified standards. Coaches will provide professional development that would include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding instructional staff in assessing student work, developing instructional plans with teams of teachers, educational assistants or as individuals, and helping PLCs understand and use data. The Instructional Coach focuses on enhancing a teacher's ability to provide instruction that (1) builds student understanding and skills, (2) is academically rigorous, (3) addresses the curriculum standards and frameworks, and (4) enhances student sense of engagement in and ownership of learning. The Instructional Coach, together with administrators and teachers, look at data and designs standards-based, high-quality instruction. The Instructional Coach will assist the district leadership team to align district and building goals and to evaluate student data in support of effective school and district improvement planning. The Instructional Coach works collaboratively with instructional leaders to design and deliver professional development as directed. As a member of a professional coaching community, the Instructional Coach participates in professional development and inquiry to improve his or her own instructional leadership practice.

The role of a coach is separate and apart from the evaluative role of the principal or supervisor.

SKILLS, KNOWLEDGE AND ABILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff development.
2. Demonstrated knowledge of state and national standards.
3. Demonstrated skills in analyzing and using data and research for instructional decision-making.
4. Ability to participate in coaching professional development throughout the year.
5. Knowledge and experience with differentiated instruction.
6. Working knowledge and understanding of the Response to Intervention (RTI) and Effective Behavioral and Instructional Support Systems (EBISS) processes.
7. Ability to travel among district facilities as need, and, if driving, the ability to meet District driving standards.
8. Demonstrated a minimum of 5 years of success as a classroom teacher.
9. Demonstrated mastery level knowledge of content areas and instructional practices.
10. Demonstrated ability to design and facilitate (individually or in collaboration with others) high quality professional development for teachers/school staff.
11. Knowledge of equity issues in current education reform.

12. Ability to form strong professional relationships with colleagues.
13. Ability to manage timelines and meet time-related goals.
14. Ability to work both independently and collaboratively.
15. Demonstrated skills in data-analysis for the purpose of improving student learning.
16. Experience with teaching research-based curriculum implemented with fidelity and designed to increase subject area understanding and skills.
17. Demonstrated ability to maintain confidentiality.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Implements a collaborative coaching and learning approach.
2. Assists teachers, in a collaborative model of observation, conversation, and lesson demonstration, to analyze and reflect on their practice to promote quality instructional practices.
3. Models effective differentiated instruction.
4. Develop and implement K-6 scope and sequences in collaboration with grade level teams.
5. Provides individualized, classroom-based coaching with participants to support them in implementing good instructional practices.
6. Facilitates professional collaborative groups 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.
7. Facilitates grade-level or content area teams in which issues related to implementing effective content, skills and problem-solving 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.
8. Designs and leads comprehensive/balanced professional development in the subject or curricular areas.
9. Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments.
10. Works collaboratively and collegially with other Instructional Coaches, PLC Teams, Curriculum Director, and other district specialists.
11. Provide effective communications with administrators, teachers, classified staff, and other school personnel to strengthen all aspects of the instructional program.
12. Work collaboratively and communicate effectively with school and district-level leadership to ensure rigorous, relevant curriculum and instructional practices that will increase student learning and achievement.
13. Maintain regular on-time attendance.
14. Performs other duties as assigned by Supervisor and/or designee.

Learning Facilitators will NOT:

1. Be involved in any communication or activity that is related to teacher evaluations.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings and staff meetings.
2. Serve on school committees and councils.
3. Report issues to authorities as necessary, animal control, suspicious activity, etc.
4. Reports safety, sanitary and fire hazards immediately to supervisor.

SUPERVISORY RESPONSIBILITIES

This position may supervise volunteers, student aides, and educational assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment at all times.

QUALIFICATIONS

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, Certificates, Licenses, Registrations:** Must hold an undergraduate degree. Must hold a valid Oregon Teaching License with the appropriate endorsement and authorization for the assignment. Yearly complete the District approved SafeSchools. Licenses and certificates as determined by the District including, a valid Oregon Driver License and ability to obtain a valid CPR/First Aid card.
- **Experience:** Minimum of five years of teaching experience. Demonstrated capacity for teacher leadership.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to respond to common inquiries or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals.
- **Mathematical Skills:** Ability to provide students with an intuitive understanding of the concepts of math at the established grade-level standards.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, verbal or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Computer Skills:** Proficiency in the usage of database software, internet software, and email. Ability to proficiently use the following programs: MS Word, Excel, Google Mail and Google Docs. Ability to type accurately and proficiently. Ability to effectively use the District's SIS and HelpDesk.
- **Other Skills and Abilities:** Ability to appropriately communicate with students, teachers, parents, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions. Maintain a belief that all students can learn.
- **Other Trainings:** Completion of SafeSchools online training required.

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 regularly required to talk or hear. The employee is frequently required to walk, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Must be able to see and hear within normal limits with or without corrective lenses or hearing aids.

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.

As an exempt, licensed employee you will occasionally perform work beyond a normal 40-hour work week when workload requires.

The work environment is in a school that combines standard office setting including standard office equipment (fax, copier, phone, computer, etc.). The noise level in the work environment is usually low to moderate but occasionally high depending upon student population and activities. The employee may be exposed to bloodborne pathogens.

OTHER

<p>Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.</p>
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Prepared By: HR Department

Prepared Date: February 2021

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee

Date