

## Job Description

### **Position:**

Instructional Coach

### **General Description:**

Under the direction of the site principal and superintendent, the instructional coach is responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. Instructional coaches will promote reflection, provide guidance and structure where needed, and focus on strengths, collaboration and common issues of concern. Instructional coaches work collaboratively as a team with members of all staff, certificated, classified and administrators.

### **Job Goal:**

To build teacher capacity and their understanding of instructional practices as related to the California Dashboard, Common Core State Standards and Data Driven Instruction.

### **Specific Duties and Responsibilities:**

- Prioritize coaching new teachers, especially interns.
- Model lessons in classrooms on a daily/weekly basis.
- Support the instructional development of all teachers in understanding the CCSS curriculum and varied assessments, the Framework for Teacher, and data analysis.
- Build strong relationships with teachers, administrators, and other coaches.
- Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.
- Create an articulated schedule with building administration.
- Assist teachers in understanding LUSD mission and core values.
- Provide data and technical support to collaborative teams.
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources and technology.
- Support teachers and administrators in using data to improve instruction on all levels.
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
- Support teachers by helping with the –strategic how of teaching – share multiple instructional strategies/processes with teachers during planning times.
- Informally observe (non-evaluative) lessons and provide feedback for a teacher’s professional growth and students’ success.
- Develop staff members’ knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.

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- Develop coaching plans for teachers to ensure student improvement.
- Utilize Adult Learning Theory to motivate adult learners to improve professional practice.
- Contribute to the development systems and structures to improve teacher practice within schools.
- Provide job-embedded informal professional learning beyond the coaching responsibility.
- Submit a weekly coaching log and any pertinent data requests/coaching documentation
- Attend summer training sessions.
- Performs related duties as assigned.

### **Required Skills and Knowledge:**

Ability to:

- Work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Demonstrate leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback.
- Use student-level data to guide instructional decisions.
- Demonstrate teacher leadership.
- Demonstrate expertise in oral and written communication.
- Model continual improvement, demonstrate lifelong learning, and apply new learning to help all students achieve.
- Demonstrate evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

### **Qualifications:**

- Certified in any specific teaching area.
- Minimum 5 years' experience teaching, with a record of successfully impacting student achievement and working successfully with students who have the greatest needs.
- Strong pedagogical knowledge and content expertise.
- Strong interpersonal skills.

### **Physical Requirements:**

Ability to:

- See for purposes of reading policies and printed material.
- Understand speech at normal levels in person or on the telephone.
- Communicate so others will be able to understand a normal conversation in person or on the telephone.
- Operate necessary equipment including computers and computer software with dexterity.
- Occasionally lift/carry supplies, materials and equipment weighing up to 35 pounds.
- Demonstrate mental acuity in the performance of job related duties and interactions with students and adults.

### **Working Conditions:**

Public school work environment subject to sitting at a desk or standing for long periods of time, bending and crouching, kneeling at files, pushing/pulling file drawers, equipment and supplies, reaching in all directions and working at a computer or other standard school equipment.



**Salary:** As set forth in Appendix C, Certificated Salary Schedule

**Work Year:** 195 days, 7.5 hours per day

**Evaluation:** Site principal and superintendent

