



## JOB DESCRIPTION

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|---------------------------|-----------------------|
| <b>Job Title</b>          | Instructional Coach   |
| <b>Department</b>         | Teaching and Learning |
| <b>Reports To</b>         | Building Principal    |
| <b>Classification</b>     | Certified             |
| <b>Location</b>           |                       |
| <b>Salary</b>             | On Schedule           |
| <b>Length of Contract</b> | On Contract           |

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

## Job Summary

The Instructional Coach serves as part of the school leadership team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity. The Instructional Coach supports the construction and implementation of the school's Equitable Multilevel System of Supports by braiding academic standards with social and emotional learning, by supporting Professional Learning Communities, and by coordinating of services to support all students.

## Essential Job Functions

- Models and braids best practices of the Equitable Multilevel System of Supports framework through an equity lens including but not limited to:
  - culturally responsive practices
  - collaboration skills and protocols
  - guaranteed viable curriculum
  - curricular learning targets
  - high quality instruction
  - differentiation of instructional materials and practices
  - technology integration
  - classroom management
  - data analysis
  - balanced assessment system
  - family engagement
  - connections between academic and social and emotional learning
- Participants on the school's Tier 2 and Tier 3 teams.

- Promotes and advocates for student-centered processes and asset-based language.
- Demonstrates strong content and pedagogical skills and content expertise.
- Effectively builds positive culture through relationships with students and adults, including families and other stakeholders.
- Provides on-going, job embedded coaching to teachers based on research around coaching cycles and cycles of professional learning including formal and informal professional learning.
- Assists teachers with designing and implementing instructional decisions and classroom management based on assessment data and culturally responsive practices.
- Contributes to the development of systems and structures to improve teacher practice within schools.

### **Ancillary Job Functions**

- Assists teachers with specific classroom activities when requested.
- Provides support for classroom motivation and management strategies.
- Monitors intervention programs and student progress by observing and meeting with teachers.
- Develops resources for Tier 2 interventions.
- Participates in building action plans working toward school goals.
- Collaborates with building principals and Title 1 staff to conduct needs assessment and plan for and monitor Title 1 programs.
- Provides assistance in researching instructional and/or curriculum issues.
- Models lessons when appropriate.
- Works positively toward meeting identified District and building improvement goals.
- Assists with development of District curriculum, instruction, and assessments.
- Attends workshops/conferences to learn about new innovative instructional strategies.
- Performs other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Bachelor’s degree in education.
- Wisconsin teaching license at the appropriate developmental or grade levels of their students.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Experience in instructional coaching or related role.
- Training in adult learning theory.
- Five or more years of successful teaching experience.
- Reading specialist certification, license 316/317.
- Master’s degree in Education.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to provide encouragement and emotional support to teachers.
- Ability to multitask, manage large projects, and adhere to deadlines.
- Ability to keep up to date with current events and technology in the business and post-secondary sectors.
- Ability to work independently.
- Ability to maintain curricular and industry knowledge.
- Ability to facilitate meetings and professional development opportunities.
- Excellent verbal and written communication skills.
- Knowledge in using a variety of assessment tools.
- Knowledge of research-based instructional strategies that will engage all students.
- Willingness and ability to assume a leadership position.
- Willingness to engage in equity trainings.
- Demonstrates an understanding and use of equitable and culturally responsive practices.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

**Physical Requirements** – The physical demands described below 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 essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
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