



## **Instructional Coach**

### **Purpose Statement**

The job of Instructional Coach is done for the purpose/s of providing leadership for district professional development; mentoring and training teachers in order to increase content knowledge and to improve instruction; building school instructional capacity in order to meet the learning needs of all students; serving as an instructional advisor to administrators; and improving student achievement.

This job is distinguished from similar jobs by the following characteristics: A three-year position with the option to re-apply for a second, three-year term. If the position ends for any reason other than unsatisfactory performance, the employee will return to a position similar to the position held prior to appointment. While it is not guaranteed, concerted effort will be made to return the employee to a position equivalent to the position held prior to the appointment. This position is non-supervisory.

This job reports to Director of Professional Development

### **Essential Functions**

- Assists teachers and administrators in understanding the Utah Core Standards and District Essentials for the purpose of ensuring teacher knowledge of mandated teaching standards.
- Assists administrators with the school-based and district-based professional development for the purpose of aligned and effective instruction for students.
- Assists department staff in professional development activities for the purpose of increasing professional learning for educators.
- Coaches teachers in all aspects of the profession to improve teacher and student performance (e.g. modeling, co-teaching, data collecting and analyzing, feedback, etc.) for the purpose of improving instruction to students.
- Collects, records, and analyzes a wide variety of data for the purpose of improving learning systems.
- Develops and maintains productive relationships with instructional staff for the purpose of maximizing instructional improvement.
- Mentors Level 1 teachers in EYE (Entry Years Enhancement Program) for the purpose of improving educator performance, increasing student learning, and retaining new teachers.
- Participates in professional development activities for the purpose of increasing one's own professional learning and job training.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Promotes school and District goals and Improvement Plans for the purpose of informing and aligning instructional and organizational approaches.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; traveling to multiple work locations; contributing to and following goals and action plans; communicating (orally and in writing) with proficiency, clarity, and respect; leading groups in learning, discussions, trainings, etc.; organizing schedules, materials, and tasks; ability to analyze tasks; ability to model teaching; proficiency with multiple technologies (i.e., computer devices, digital whiteboards, education

software); ability to plan for effective instruction, motivate teachers and to work with a variety of people and groups.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: understanding of Utah Core Standards, District Essentials, District Curriculum Notebooks, District-adopted curricular programs, District-set goals, research on evidence-supported instructional practices (including best practices for students who are economically disadvantaged, English learners, and academically advanced).

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: data collection, analysis, and management; communication with persons of varied educational and cultural backgrounds; working with both individuals and teams; dealing with frequent interruptions; meeting deadlines and schedules; being a collaborate member of the coaching team; setting priorities; scheduling multiple activities; adjusting to varied assignments; flexibility in working with others; and operating standards office equipment including software applications.

**Responsibility**

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing:**

**Certificates and Licenses**

Current, level 2 State of Utah Teaching License  
Designated Subject Matter Endorsement

**Continuing Educ. / Training:**

**Clearances**

Maintains Certificates and/or Licenses  
Continuing Education Requirements

Criminal Justice Fingerprint/Background Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

Lane 1