



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Instructional Coach**
Job Family: **Licensed**
Prepared/Revised Date: **January, 2018**

FLSA Status: **Exempt**
Pay Range: **T Salary Schedule**
Job Code: **21805**

SUMMARY: Responsible for coaching educators and teams to improve outcomes for students by providing job-embedded professional development that is differentiated, collaborative, and reflective. Responsibilities include collaborating with teams and PLC/data groups to implement School Improvement Plans; partnering with educators to sustain implementation of the Standards Based Teaching and Learning Framework (SBTLF); and, partnering with educators so that students meet or exceed Colorado Academic Standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. Frequency of duties, percent of time and work year may vary based on department or building assignment.*

| DESCRIPTION OF JOB TASKS |
|---|
| 1. Support educators in all areas of classroom instruction and environment, including instructional strategies, student engagement strategies, classroom management, assessment, and curriculum and partner to engage in instructional coaching cycles. |
| 2. Provide organized, individual, and/or group learning opportunities. |
| 3. Design, coach, and provide support for educators to: a. Develop instruction aligned with district and state standards. b. Design assessment tasks that allow students to demonstrate understanding in a variety of ways c. Use data to give meaningful feedback and modify instruction. |
| 4. Facilitate and participate in building PLCs/teams and provide research, tools, and resources to support school MTSS and other student support efforts to improve student outcomes. |
| 5. Monitor student growth and progress, adapt support as needed, and maintain documentation pertinent to academic, social, and emotional progress and needs of students. |
| 6. Collaborate: a. With teachers, support personnel, administrators, and colleagues to enhance instruction. b. With instructional coaches, coordinators, and other district staff. c. With colleagues in team and building-based meetings and discussions. |
| 7. Demonstrate a commitment to: a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student's education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence. |
| 8. Participate in: a. Department, team, building, and district meetings and discussions. b. Student and/or family conferences and other meetings. c. Social, cultural, interscholastic, and extracurricular activities. d. Professional growth opportunities. |
| 9. Attend work and arrive in a timely manner. |
| 10. Perform other duties as assigned. |



EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor’s degree required; Master’s degree preferred.
- More than three years of classroom experience required.
- Instructional coaching and/or leadership experiences at school or district level preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Valid teaching license with appropriate endorsements required.
- Criminal background check required for hire.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Advanced oral and written communication skills.
- English language skills.
- Advanced interpersonal relations skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability to and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Office and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

| | POSITION TITLE | # of EMPLOYEES |
|------------------------|--|-----------------------|
| Direct reports: | This job has no direct supervisory responsibilities. | |



PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions 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 the essential functions.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|-------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | X | |
| Walk | | X | | |
| Sit | | | X | |
| Use hands to finger, handle or feed | X | | | |
| Reach with hands and arms | X | | | |
| Climb or balance | X | | | |
| Stoop, kneel, crouch, or crawl | X | | | |
| Talk | | | X | |
| Hear | | | | X |
| Taste | X | | | |
| Smell | X | | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | X | | |
| Up to 25 pounds | X | | | |
| Up to 50 pounds | X | | | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | | X |
| Analyze | | | | X |
| Communicate | | | | X |
| Copy | | X | | |
| Coordinate | | | | X |
| Instruct | | | X | |
| Compute | | X | | |
| Synthesize | | | | X |
| Evaluate | | | | X |
| Interpersonal Skills | | | | X |
| Compile | | | X | |
| Negotiate | | X | | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | X | | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |



| WORK ENVIRONMENT: | Amount of Time | | | |
|-------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | X |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | X |
| Peripheral vision | X |
| Depth perception | X |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |