



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **English Language Development (ELD) Instructional Coach** FLSA Status: **Exempt**
 Job Family: **Licensed** Pay Range: **T Salary Schedule**
 Prepared/Revised Date: **March 1, 2024** Job Code: **21811**

SUMMARY: Responsible for providing educator support using job embedded professional development, instructional modeling, implementation of curriculum/instructional recommended practices, progress monitoring, student assessment, and program resources for Multilingual Learners (MLs). Will support the school administration and teachers in maintaining legal standards and instructional best practices for MLs.

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. | Partner with educators/administrators to engage in instructional coaching cycles and reflective conversations. Develop and maintain confidential & collegial relationships with educators to promote individual student progress. |
| 2. | Apply knowledge of research-based effective instructional practices specific to MLs, Colorado Academic Standards and Colorado English Language Proficiency Standards, PSD's Standards-Based Teaching and Learning Framework. |
| 3. | Co-teach, model instruction (using gradual release structure), and support lesson planning that promotes language acquisition and cultural sustaining pedagogy. |
| 4. | Provide organized, individual, and/or group learning/PD opportunities for educators as needed specific to children and families who are linguistically and/or culturally diverse. |
| 5. | Collaborate and partner with relevant LCE program leadership and coaching staff, building administrators/staff, and district departments as needed. |
| 6. | Collaborate with LCE in evaluating program effectiveness for MLs at target sites. |
| 7. | Participate in continued professional growth opportunities including district-offered professional learning. Assist in the collection of instructional coaching data for reflective practice. Participate in meta coaching cycles with coaching staff, ELD Consultant and/or Director of LCE. |
| 8. | Collect and use data to support staff in planning and implementing instruction, managing program requirements, measuring student growth, and reporting results to the Departments of Language, Culture & Equity. |
| 9. | Demonstrate a commitment to: <ol style="list-style-type: none"> a. Promoting Diversity, Equity & Inclusion. 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. e. Leadership on behalf of multilingual students. |
| 10. | Attend work and arrive in a timely manner. |
| 11. | Perform other duties as assigned. |

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's Degree in CLDE or equivalent highly preferred.
- Minimum 3 years teaching experience working with Multilingual Learners.



LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Teaching license with endorsement in Culturally and Linguistically Diverse Education (CLDE) or equivalency.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Customer service and public relations skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- 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 professional demeanor in stressful situations.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines, 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 educational technology
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

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 |



| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| 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 | | | |
| Risk of radiation | x | | | |
| Vibration | x | | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | |
| 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) | |
| Peripheral vision | x |
| Depth perception | x |
| Ability to adjust focus | x |



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