

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: **Instructional Coach – Teaching & Learning (294)** FLSA Classification: Exempt

Department / Location: Teaching and Learning Contract: 187 Days

Supervisor's Title: Administrator Evaluation Type: _____

Original date: 05/2009 Revised: 09/2015 Revised: 03/2021 Revised: _____

GENERAL FUNCTION

Under the direction of the individual school principals, and in coordination with the Administrator of Teaching and Learning, the Instructional Coach will work collaboratively with individual teachers and grade level teams to design effective lesson plans, model instructional strategies, and provide appropriate feedback to classroom teachers. Instructional Coaches will analyze and use individual and team student data to promote increased student learning. Instructional Coaches will focus on individual and group professional learning that will expand and refine the understanding of research-based effective instruction for teachers to help increase student achievement.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
 - Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).
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- The instructional coach's primary function will be to provide personalized support to teachers in improving their instructional practices to support increased student achievement.
 - Utilize the district coaching model to support teachers in job-embedded professional learning.
 - Work collaboratively with principal and grade level teams to design effective lesson plans, model instructional strategies, and provide appropriate feedback to classroom teachers.
 - Understand adult learning and how to work effectively with adults to monitor and improve their own practice.
 - Work with the District Teacher Specialists in designing appropriate professional development for individual school and teacher needs.
 - Provide support to teachers in understanding student behavioral, emotional and academic data and developing appropriate instructional responses to individual students' needs.
 - Assist teachers in aligning teaching with Utah core standards, curriculum, and assessments.
 - Utilize technology effectively as a tool for instruction, assessment, engagement, and support for all aspects of teacher and student learning.
 - Participate fully in ongoing professional development for coaches, including peer observations, professional research, reading, and inquiry sessions.
 - Manage time and schedule flexibility to maximize opportunities for teacher professional development and coaching activities.
 - Develop and maintain a confidential, positive, collegial relationship with teachers.
 - Work positively toward meeting identified district and school improvement goals.
 - Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
 - Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
 - Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
 - Attend and participate in faculty/department meetings as required.
 - Participate in a reasonable number of faculty committees as requested.
 - Follow District procurement guidelines with administrative approval.
 - Create a clean and organized environment that is conducive to student learning.

- Understand and adhere to all District policies and complete the annual crucial policy review.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Adhere to contract time. Requires daily attendance at assigned work location.
- While performing the duties of this job, the teacher is regularly required to speak and/or hear. The employee is frequently required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The teacher is occasionally required to use hands to handle or feel. May be required to climb or balance.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds to move classroom materials.
- Visual abilities to see and supervise students.
- Other duties and responsibilities as assigned by the principal/administrator.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

QUALIFICATION REQUIREMENTS

- Requires compliance with USBE state license requirements. Requires a coaching endorsement or completion of the endorsement within two years.
- Teacher mentoring and/or coaching experience preferred.
- Experience with supporting tiered intervention services in elementary schools.
- Preference given to those with an ESL, math, reading and/or education technology endorsement.
- Requires three years of successful experience in a public school classroom teacher setting.
- Must exhibit excellent oral and written communication skills.
- Demonstrates knowledge of solid instructional practices at all elementary grade levels.
- Able to perform operations with high levels of self-monitoring and self-initiation.
- Effective collaboration, interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations.
- Is a self-initiated learner.
- Must demonstrate professionalism at all times.
- Strong understanding of educational research and use of data to make programmatic and instructional decisions.
- Proficient in the use of technology applications.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.