

INSTRUCTIONAL COACH

DEFINITION:

Under the general direction of the Executive Directors of Curriculum and Instruction and specified site administrators, collaborate with district leadership to act as a resource for teachers to support instructional programs focused on increasing positive educational outcomes for CUSD students with an emphasis on coaching, technical assistance, collaboration, data-driven decision making, and professional development.

EXAMPLES OF DUTIES:

- Assist teachers and instructional staff to implement research-based, instructional practices that support the development of children's language, literacy, and mathematical background knowledge and concept development;
- Support, coach, facilitate lesson studies, and train teachers in the California Common Core State Standards, ELA/ELD Framework, Next Generation Science Standards, and digital literacy standards;
- Assist teachers through peer coaching, classroom observations, and peer feedback on effective teaching strategies, lesson design, instructional technology and co-planning;
- Be knowledgeable of and prepared to model effective use of differentiated instructional strategies to support all students, including varied grouping formats and intervention/language enrichment blocks for diverse learners;
- Support site implementation of integrated and designated ELD and MTSS tiers of instruction/intervention;
- Support teachers and site instructional leadership data teams in analyzing data to identify school-wide, grade level and student level strengths and needs in order to plan instruction and to assist teachers in analyzing data to inform instruction;
- Participate in school-based instructional leadership data team meetings;
- Provide support during the implementation of MTSS interventions to ensure interventions are carried out with fidelity by modeling and coaching staff on implementation;
- Provide coaching and assistance to certificated and classified staff in schools to improve student achievement;
- Collaborate with teachers, counselors, instructional staff, and administrators in establishing and supporting positive classroom climates, positive behavior school-wide and classroom expectations, positive behavior supports and incentives, as well as current research and educational literature focused on continuous school improvement;
- Work with teachers and staff to implement and support learning opportunities in the use of instructional technology, including designing and supporting learning opportunities for English Language Learners and at-risk learners through technology integration;
- Attend and participate in district coaching meetings to align practice with district vision for 21st Century Learning.

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QUALIFICATIONS

Knowledge of:

Principles, theories, methods, techniques, and strategies pertaining to evidence-based instruction, intervention, assessment, and data-based decision making to support diverse student populations; CCSS and the ELA/ ELD standards; collaborative meeting frameworks for promoting data-driven decision making and coaching strategies to support increasing student achievement; 21st Century learning skills; *CUSD Digital Literacy in the K-12 Classroom skills* and/or the SAMR model of technology integration; learning theory; the use of educational technology programs to support instruction and student achievement; expertise in a content area (i.e., English Language Arts, Mathematics, Reading, Social Studies, Science, English Language Development) or serving at-risk and/or GATE student populations.

Ability to:

Successfully work with a diverse adult and student population; analyze student assessment data, instructional planning, and professional development of teachers; Coach, mentor and model lessons in subject matter and use data to improve instruction; Model for teachers in order to develop their skills in differentiation and accelerating student knowledge; facilitate collaborative data meetings, professional learning communities, and professional development; Effectively coach and support teachers and their instructional teams; Collaborate and communicate effectively with district and school-based administrators; Coach teachers on 1:1 Chromebook and/or iPad implementation as a way to transform teaching of the Common Core State Standards and discern student data through digital programs; Work collaboratively with teachers, district and site administrators and staff; Assist with implementing digital literacy skills; understand and carry out directions with minimal supervision; Manage multiple tasks; Attend and provide professional development training during the summer and other times outside of the standard teaching calendar; Utilize technology as a means for various types of communication and record keeping.

Education:

Possess a baccalaureate or higher degree

Experience:

Minimum two years of regular full time teaching and/or serving in a district teacher on special assignment support role in general education, special education, instructional technology, or English language support. Successful coaching experience preferred.

Certification Requirement:

Possess a California credential authorizing service as a teaching of elementary students or secondary students CLAD, BCLAD, or English Learner authorization.