



HESPERIA UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Teacher on Special Assignment Site-Based Instructional Coach

DEFINITION:

The purpose of an instructional coach is to build the capacity of the teaching staff to improve student learning through effective, engaging, and relevant instruction. The site instructional coach will fulfill the specific needs outlined in the site coaching plan and professional development plan, meeting the minimum expectations detailed below. Under the supervision of the site principal, and as outlined in the site coaching plan, the instructional coach will work with teachers and staff through individual and group professional development, peer coaching, lesson modeling, and facilitative feedback to enhance instructional pedagogy and improve student achievement. The instructional coach will serve on the site Leadership Team and will help plan, monitor, and evaluate the instructional program, align classroom practices with the identified school and district goals, and provide multi-tiered systems of support for students.

TERM OF ASSIGNMENT:

- A teacher may serve in the capacity of site-based instructional coach (TOSA) for a maximum of five consecutive years;
- Based upon evaluation and/or a change in the site coaching needs, a TOSA may be reassigned back to the classroom, for the subsequent school year, at the discretion of administration;
- If a change is made to the TOSA's assignment, prior to serving five years as a site-based instructional coach, notice will be given in writing by **March 15** for the subsequent school year.
- **Upon completion of the TOSA assignment, or reassignment from the TOSA position to the classroom, placement at a particular site is not guaranteed.**

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Build the capacity of the teaching staff to best meet the individual needs of the students
- Provide job-embedded staff development and instructional coaching aligned with school and district goals to ensure all teachers are knowledgeable of effective instructional strategies and measures of student achievement
- Provide intervention and tiered support for students which may include teaching a group of students
- Help to ensure that all students receive best first teaching and a guaranteed viable curriculum
- Support the implementation of adopted curriculum and materials and assist teachers in the use of digital and print resources
- Assist teachers in maintaining a classroom environment conducive to learning through behavior management techniques and social emotional learning
- Assist teachers in personalizing instruction in order to meet the needs of English Learners and Students with Special Needs
- Provide in-class training through demonstrations and lesson modeling that illustrate effective pedagogy and use of technology to enhance and accelerate learning
- Facilitate peer to peer lesson planning, modeling, reflection, and refining through PLC teams as well as with individuals and pairs of teachers
- Communicate effectively and build positive working relationships with all staff
- Participate as a member of the district instructional coach PLC for the purpose of planning, implementing, reflecting upon, evaluating, and refining coaching practices that best meet the needs of teachers and students in support of site and district goals
- Stay current in educational research and effective instructional practices

KNOWLEDGE:

- Current technology for enhanced teaching and learning
- Variety of research-based current instructional practices and pedagogy
- Content standards, ELD standards, ELD strategies, and differentiation techniques

- Reading and writing programs, balanced literacy, mathematics instruction, remediation, and enrichment
- Educational software applications, learning management systems, and basic website design
- Professional Learning Communities
- Multi-Tiered Systems of Support
- Behavior management and social emotional support techniques
- Effective communication, relationship building, and peer coaching techniques

SKILLS AND ABILITIES:

- Uses and adapts core curricular materials to meet the needs of individual students
- Demonstrates use of instructional hardware and software and understands how to leverage the use of technology to enhance teaching and accelerate learning
- Makes independent judgments based on common sense
- Supports the school and district goals and is focused on improving student learning
- Is a productive and positive member of the staff and PLC
- Maintains and analyzes accurate records for the purpose of monitoring student achievement
- Facilitates meetings and professional development opportunities
- Communicates effectively and builds positive relationships with all staff
- Observes and interprets student and teacher behaviors during lessons and provides specific coaching feedback
- Builds rapport with staff and provides staff development appropriate for the teachers involved
- **Additional specific knowledge and skills as outlined in the site coaching plan**

CREDENTIAL/LICENSE:

- Valid California Teaching Credential

EXPERIENCE:

- Five (5) years successful classroom teaching experience

REASONING ABILITY:

The Instructional Coach shall have the ability to define problems, collect data, establish facts, and draw valid conclusions. The instructional coach will be able to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS:

The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee is occasionally required to sit; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms.

Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in outside weather conditions.

The noise level in the work environment is usually moderate.