

## STOCKTON UNIFIED SCHOOL DISTRICT

### INSTRUCTIONAL COACH

#### DEFINITION

The Instructional Coach provides to all teachers ongoing, targeted classroom support through daily one-on-one and/or group interactions with teachers. The Instructional Coach will assist teachers with the full and skillful implementation of the District's and SBE-adopted instructional programs and research-based instructional strategies in a focused effort to increase student achievement as defined by the SUSD Blueprint for Student Achievement.

#### SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the designated administrator.

**EXAMPLE OF DUTIES-(Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)**

Coach teachers in all areas of scientifically research based programs, including but not limited to teaching strategies, strategic learning, interventions, strategies/methods for special needs or EL students, California Common Core Standards, components of balanced instructional programs, which includes reading, writing, listening and speaking; the eight (8) mathematical practices of the Common Core, and instructional technology. **E**

Assist and support teachers with planning, pacing and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and strategies for instructing intervention students, ELs, Students with Disabilities (SWDs), benchmark and advanced learners. **E**

Participate in collaborative grade/department level meetings to assist in the analysis and utilization of assessment data to improve student achievement. **E**

Assist teachers in building interactive classroom environments focused on the content and learning strategies embedded in the core academic program.

Apply knowledge of vertical alignment, instructional guides and grade level standards.

Gather and use multiple measures of student assessment results to inform coaching support based on teacher needs in consultation with site administrator. **E**

Maintain and submit activity logs to the designated administrator who will monitor the use and impact of coaching services on student achievement.

### EXAMPLE OF DUTIES (continued)

Provide staff development related to both district adopted curriculum and effective researched-based instructional strategies. *E*

Participate in a professional development program to deepen understanding of effective, research-based practices in the area of Instructional Coaching and the Coaching Cycle.

### QUALIFICATIONS

#### Knowledge of:

- Data collections systems.
- Basic principles of learning for reading and writing, including differentiated instruction, direct instruction, reciprocal teaching and other research-based instructional practices.
- Second-language acquisition theory, and experience with English Language Development and Specially Designed Academic Instruction in English (SDAIE).
- Adult Learning Theory, how adults learn how to implement new skills into practice.
- The Cognitive Coaching Cycle

#### Ability to:

- Provide professional development on district and site initiatives
- Communicate effectively verbally and in writing to meet various teacher learning styles.
- Adapt and readjust to assist when teachers are finding tasks or duties challenging.
- Work with multiple teachers in a group or individual setting.
- Provide teachers multiple opportunities to reflect on teaching practices.
- Develop a trust-based professional relationship with teachers through confidentiality and coaching conversations

#### Education and Experience:

A valid California teaching credential; a CLAD or higher level of EL authorization; a minimum of five (5) years satisfactory teaching experience; a minimum of one (1) year previous teacher leadership or support experience and have completed professional development for core curriculum.

### WORKING CONDITIONS

#### ENVIRONMENT

Office, school, and outside work setting;

Subject to frequent interruptions and daily contact with District staff, students, and parents; and  
Frequent driving to District Office and/or other locations.

## WORKING CONDITIONS

### PHYSICAL DEMANDS:

Employees in this position must possess/have the ability to:

- Hearing and speaking to exchange information and make presentations.
- Visual ability to read, prepare/process documents and small figures and monitor a wide area.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting, walking and standing for extended periods of time.
- Occasional carrying, pushing, pulling or lifting up to 25 lbs.
- Occasional bending at the waist and stooping.
- Occasional reaching overhead, above the shoulders and horizontally.
- Frequent movement of head, looking up and down and side to side.

### Salary Placement

Regular teacher's salary schedule, plus factor

Bargaining Unit: STA

Regular teacher's work year; plus two (2) days

Board Approved: 02/14/12

Revised: 09/23/14