

PUEBLO SCHOOL DISTRICT 60
CERTIFIED JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title:	Instructional Coach
Prepared Date:	8/1/2018
Revised Date:	9/1/2021
Work Year:	165 days
Department:	Learning Services
Reports To:	School Principal
Salary Range:	Teacher Salary Schedule
Benefits:	Fringe Benefits based on PEA Negotiated Agreement
Status:	FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the Instructional Coach is to work as a colleague with classroom teachers to support student learning in identified content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research based effective instruction. This typically would include coaching teachers one on one, classroom observation and feedback, facilitating PLC and data team meetings, and/or leading schoolwide professional development. In order to fulfill these expectations, the Instructional Coach will provide group and/or personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan

QUALIFICATIONS:

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. 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.

REQUIRED:

- Valid Colorado Teaching License within 60 days from date of hire
- Teacher must be highly qualified in applicable content area through the following options:
 - Endorsement on a Colorado teaching license
 - 36 semester credit hours applicable to content area
 - Passing score on a State Board of Education approved content exam (currently the ETS Praxis Series)
- 5 or more successful years of teaching experience
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Experience in a Title I or low income setting
- Master's degree in Education

SKILLS AND KNOWLEDGE:

- Skilled observation/feedback experience and training
- Knowledge and understanding of Common Core standards
- Ability to unpack standards and align with curriculum
- Ability to write specific learning goals, objectives and outcomes
- Ability to analyze and use multiple data sources to make sound instructional decisions
- Ability and willingness to collaborate with colleagues and actively participate in professional learning communities
- Willingness and ability to assume a leadership position
- Ability to facilitate meetings and professional development opportunities
- Strong commitment to system change and strong evidence of being a "team player"
- Ability to use technology and incorporate/teach 21st century skills
- Ability to scaffold and differentiate instruction
- Ability and willingness to integrate reading, writing and math throughout the curriculum
- Computer expertise or an expectation to learn Infinite Campus
- Positive public relation skills, professionalism, strong work ethic, ability to develop positive relationships with school and community
- Ability to demonstrate the communication skills with students, parents, and teachers to enhance the educational, personal, and social aspect of each student
- Ability to interpret test information and data
- Ability to report to work on a regular and punctual basis
- Ability to be flexible

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Facilitate the intellectual and professional development of teachers
- Create positive relationships with teachers and administrators
- Communicate and demonstrate research based instructional practices that result in increased student performance and improved classroom environment
- Communicate effectively with all members of the school district and community
- Encourage professional growth and provide organized, individual, and/or group learning opportunities for teachers
- Assist teachers with designing instructional decisions based on assessment data and culturally responsive practices
- Assist teachers in creating materials that are in alignment with curriculum
- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies
- Provide support in analyzing student assessment data
- Support, implement, and assess various instructional programs and program effects on student achievement
- Participate in goal/plan setting and evaluation
- Assist teachers with specific classroom activities when requested
- Provide support for classroom motivation and management strategies
- Monitor intervention programs and student progress by observing and meeting with teachers
- Develop resources for Tier 2 interventions and provide tier 2/3 interventions when appropriate
- Provide assistance in researching instructional and/or curriculum issues
- Model lessons when appropriate
- Participate in department, school, district, and parent meetings

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by Building Administrators

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 DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms			X		
Repetitive use wrists			X		
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.			X		
Lifting/Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions;