

POSITION TITLE	
Instructional Practice Coach	
COMPENSATION	
\$XXXX	
ROLE SUMMARY	
Instructional Practice (IP) Coaches will serve as an additional, school-based instructional support for teachers in order to help them improve their instructional practice in the classroom. Coaches will work directly with their school's administration (e.g. principal, assistant principal, deans) and when possible, collaborate with the school's teacher leaders to jointly determine teacher development needs on the campus. Coaches will be responsible for working directly with a group of teachers to increase their instructional practice skills.	
REQUIRED RESPONSIBILITIES <ul style="list-style-type: none"> • Model effective teaching by providing opportunities for teachers receiving coaching to observe live (or videotaped) lessons presented by the Instructional Practice Coach. • Observe a caseload of teachers (determined in conjunction with the school's administration) and provide them with feedback aligned to the evaluation rubric. • Conduct co-planning and co-teaching sessions with teachers based on their professional development needs. <ul style="list-style-type: none"> ○ Debrief any co-planned or co-taught lessons. • Support teachers in focusing on their professional development goals and working towards them. • Attend regularly scheduled meetings with campus administration to ensure consistent coordination and communication. • Regularly collaborate, coordinate, and communicate with other teachers and teacher support roles in the school building to align teacher development resources. 	ADDITIONAL RESPONSIBILITIES (OPTIONAL/FLEXIBLE) <ul style="list-style-type: none"> • Investigate and test new teaching methods, curricular materials, and classroom management techniques in a "lab classroom". Track and share results. • Coordinate opportunities for teachers to observe live or videotaped lessons and analyze them as a group with the support of the IP Coach. • Work with other coaches and teacher support roles within the school, and in other schools, to create and conduct development opportunities for teachers aligned with areas of the evaluation rubric.
	RELEASE TIME <p>This teacher leader will receive .5 release time to fulfill these additional responsibilities.</p>
	CASELOAD <p>Level I: Responsible for building the instructional skills of up to 4 of his/her colleagues.</p> <p>Level II: Responsible for building the instructional skills of up to 8 of his/her colleagues.</p>
EXPECTED OUTCOMES	
<ul style="list-style-type: none"> • Teachers receiving coaching get more frequent, targeted feedback on specific areas for development and feedback is aligned to the evaluation rubric. • Teachers receiving coaching use high-impact instructional strategies more frequently. • Increased number of targeted professional development offerings to teachers who receive coaching. • Increased evaluation scores for the teachers who are coached. • Students from all classrooms supervised show measurable improvement in their academic performance. 	

LENGTH OF TERM FOR THE ROLE

One year.

Term may be extended pending a review of school needs and the teacher leader's success in the role after the first year.

MINIMUM QUALIFICATIONS

- **Instructional Practice Coach I:**
 - Two of the most recent evaluation ratings are "Highly Effective".
 - Demonstrated success in a prior leadership role.
- **Instructional Practice Coach II:**
 - Two of the most recent evaluation ratings are "Highly Effective".
 - Demonstrated success in the Instructional Practice Coach - Level I role.

SELECTION CRITERIA

- Strong record of success with students (demonstrated by ambitious growth on end-of-year or end-of-course assessments).
- Strong content knowledge.
- Strong pedagogical skills.
- Ability to effectively model teaching practices that lead to improved student outcomes.
- Ability to collaborate and facilitate collaboration with other staff members.
- Strong interpersonal skills.
- Strong communication skills (both written and oral) and ability to facilitate effective conversations.
- Experience presenting to adults.
- Initiative to develop systems and structures to improve teachers' instructional practice.
- Ability to attend regularly scheduled meetings with the building administrator throughout the role.
- Knowledge of district systems, processes, and policies.

SELECTION PROCESS

Interested candidates will need to complete the following:

- Submit a portfolio containing evidence of their performance and skills.
- An application for this role.
- Live or video observation and feedback exercise.
- An interview with the school leader and/or school leadership team.

Ultimate selection for this role will be based on the principal's final decision.

PROFESSIONAL DEVELOPMENT

Teachers in these positions will obtain training including, but not limited to, the following areas:

- Conducting observations
- Coaching adults and providing feedback
- Training on the evaluation process and rubric
- Time management