



SCHOOL BASED INSTRUCTIONAL COACH

BASIC FUNCTION

The School Based Instructional Coach is an important position in improving student achievement through building educators' capacity and understanding of instructional practices. The Instructional Coach provides support for implementation of Portland Public School's instructional vision and strategic plan. Through articulation; implementation and understanding of the Office of Teaching and Learning's instructional and professional learning frameworks, the Instructional Framework, the Instructional Coach supports teachers across their assigned schools. The Instructional Coach uses district adopted curricular resources, provides leadership in planning, coordination and implementation of the instructional framework across the school. This position provides direct support to school teams and educators through planning, modeling, co-teaching, facilitating, training, and data analysis across content areas using multi-tiered systems of supports (MTSS) and social emotional learning informed practices. Generally educators serve as a School Based Instructional Coach for three years before returning to the classroom.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Using social emotional learning and MTSS informed practices, design and provide support for educators in:
 - Developing their instruction aligned with district and state standards.
 - Designing assessment tasks that allow students to demonstrate understanding in a variety of ways.
 - Using data to give meaningful feedback and scaffold instruction.
- Collaborate with educators, support personnel, administrators, and colleagues including participation in building-based meetings and discussions to enhance instruction and coordinate student supports to improve student outcomes.
- Participate in role specific professional learning provided by the Teacher Professional Learning department; lead and facilitate school based professional learning as provided by the Office of Teaching and Learning; attend and support school in-services, summer institutes and professional learning days throughout the year.
- Model and provide coaching, professional development, and training to educators to support implementation of the strategies and approaches described in the instructional framework, social emotional learning, and MTSS to improve student outcomes.
- Support educators directly using a coaching model that focuses on co-planning, modeling, co-teaching, and feedback. Implement strategies that include multiple methods of assessment.
- Lead formal training and instruction as provided by the Office of Teaching and Learning to adult

learners to support students in meeting rigorous learning goals which engage and encourage learners to develop deep understanding of content areas.

- Facilitate the program Adoption Toolkit expectations.
- Contribute to a school culture in which continuous improvement and a focus on improving student outcomes is acknowledged as critical work for all staff. Educators feel comfortable in reaching out for support in their improvement efforts.
- Consistently coordinate improvement efforts with other instructional coaches, administrators, and specialists at the school and district level, ensuring effective use of grade level standards based instruction.
- Provide expertise, assistance, and leadership in staff development, curriculum implementation, program implementation; motivate participants to develop skills and attitudes that foster student success.
- Review, interpret and report on a variety of assessment tools and measurements; apply data to assist professional educators to build capacity for instructional improvement related to content-specific goals for equity and excellence; provide leadership in data-driven decision making through the implementation of Professional Learning Communities.
- Understand how adult and K-12 learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; develop, implement and insure systems to effect appropriate, challenging learning environments.
- Monitor progress and effectiveness of professional learning and instructional coaching; recommend and implement strategies to maximize effectiveness.
- Promote a culture of high expectations, providing program support directed at every student receiving high quality and culturally relevant instruction; support and implement the District's Racial Equity Policy that reflects and supports the racial and ethnic diversity of the student population and community.
- Update and maintain accurate and complete records of assigned programs and activities progress and development as required by school, district, state and federal policies, regulations and laws.
- Understand central concepts, tools of inquiry and structures of deploying curriculum to adult learners and K-12 students; apply concepts to facilitate learning experiences designed to engage adult and K-12 learners in critical thinking, creativity and collaborative problem-solving.
- When appropriate, participate as a member of the adoption committee in the evaluation and selection of academically appropriate and culturally relevant instructional materials, including educational technologies and software; ensure that professional educators have the resources they need to successfully implement the guaranteed and viable curriculum using adopted curricular resources.
- Demonstrate a commitment to the Portland Public Schools Racial Equity and Social Justice Commitment by developing a thorough knowledge and application of the district Racial Educational Equity Policy, the PPS RESJ Framework and Plan, and the PPS RESJ Partnerships Investment Strategy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to

educational practices with awareness and understanding of their impact in a racially and culturally diverse community.

- Perform related duties as assigned including providing direct support to schools as directed by the supervisor as needed.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Instructional Coach serves outside the classroom-setting within their assigned school(s) and leads professional learning for educators. Generally educators serve as a School Based Instructional Coach for three years before returning to the classroom. As professional educators, Instructional Coaches are culturally responsive and demonstrate qualities and personal characteristics that include caring, respect, high expectations, motivation, perseverance, enthusiasm and dedication. They exhibit expertise in coaching, professional development, and spend time continuing to gain new knowledge in their field. Instructional Coaches should expect to spend a majority of their work week providing direct support to educators at their assigned school(s) and sometimes across multiple schools or professional cadres, including but not limited to co-teaching, modeling, and coaching.

EMPLOYMENT STANDARDS

Knowledge of:

- PPS Vision and strategic plan.
- PPS Instructional Framework.
- Multi-tiered systems of support systems and structures.
- Social emotional learning informed strategies and practices.
- Research-based instructional strategies and models for improving instructional practices.
- Academic achievement standards that align to district goals and create a comprehensive, rigorous and coherent curricular program.
- Data-driven instructional decision making strategies.
- Adult Learning Theory and best practices for instructional coaching.
- Effective curriculum development processes.
- Existing and emerging education and instructional technologies and software.
- Instructional Core and the related Core Actions.

Ability to:

- Demonstrate preparation and skill in working with adults and K-12 students from diverse backgrounds
- Implement PPS' Instructional Framework in alignment with our strategic plan.
- Lead professional development for educators.
- Encourage and monitor the progress of adult learners and individual students and use information to adjust teaching strategies.
- Advocate, model and implement Portland Public School's Racial Equity policy.
- Update records accurately and completely as required by laws, district policies and school regulations.
- Develop and deliver presentations, training, workshops, and in-services to professional educators.

- Effectively use social emotional learning informed practices.
- Utilize MTSS practices and systems.
- Prepare required reports on programs and activities.
- Participate in department, school, district and community meetings.
- Establish and communicate clear objectives for assigned programs and activities.
- Observe and review program performance and development.
- Establish and maintain cooperative and effective working relationships.
- Communicate effectively both orally and in writing.
- Plan, prepare and deliver differentiated lesson plans and instructional materials that facilitate active learning and inquiry.
- Utilize relevant technologies and software.
- Support the effective implementation of Common Core aligned instruction.

EDUCATION AND EXPERIENCE

Incumbents must be properly licensed by the Teacher Standards and Practices Commission for assignment as a Professional Educator – Teacher.

A classroom track record of improving student outcomes and experience coaching educators to improve instructional practices are required. Experience leading or supporting MTSS initiatives is preferred. Educators with English Language Arts and/or Mathematics endorsements are highly desirable. Educators with a strong belief that high quality instruction is a key lever in working towards educational equity.

Generally educators serve as a School Based Instructional Coach for three years before returning to the classroom.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Some positions in this classification may require bilingual/bi-literate skills in a language other than English.

Work hours may include evening and weekend activities, meetings, training, workshops and in-services.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8 and/or High School campus environment with extensive staff, student, parent and public contact and frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

Remote Work Eligibility: Not eligible.

FLSA: Exempt

Approval Date: 2.15.2023

Bargaining Unit: Portland Association of Teachers (PAT)

Salary Grade: Per Contract

Work Year 202

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.