

Instructional Coach Job Responsibilities

Ogden School District recognizes the Instructional Coach (IC) as a critical lever in improving student achievement. The role of the IC is to improve student achievement by building teachers' capacity and understanding of instructional practices. The IC, in conjunction with the administration, is responsible for ensuring high-quality instruction in classrooms through coaching, modeling, co-planning, co-teaching, data-analysis meetings (team and individual), and providing feedback to teachers. (OSD Strategic Plan 2019-2022, NEXUS Elevated)

The Instructional Coaches job responsibilities have been aligned directly to Ogden School District's Strategic Plan, NEXUS Elevated, in order to ensure successful implementation of the objectives and strategies within each Anchor (Literacy, Social Emotional Learning and Talent Development) as well as the Core Operating and Instructional Principles. Support for the Instructional Coaches will be provided by the school district and will include differentiation based upon individual school plans in alignment with NEXUS Elevated.

Core Operating & Instructional Principles:

The principles of instruction incorporated into the District's strategic plan are keys to its success. These principles have been identified by research as effective instructional principles found to increase student achievement. Instructional Coaches will support these principles directly as indicated throughout this document, and as assigned by administration according to school needs.

- Data-Informed Decision Making (Deep Data Dives)
- Instructional Coaches (ICs)*
- Multi-Tiered System of Support (MTSS)
- Observation and Feedback
- Professional Learning Communities

Personalized Professional Development Cycle (Impact Cycle):

In order to provide the greatest impact for professional development, Instructional Coaches in collaboration with Administration and Teacher Specialists will utilize the Personalized Professional Development Cycle.



Responsibility: Talent Development Coaching Cycle

Instructional Coach	Instructional Leader (School Administrator)	Teacher Specialist (New Teacher Specialist)
<p>Observation/feedback cycle for all teachers related to implementation of Core Principles and District/school goals</p> <p>Document educator growth utilizing format provided by the New Teacher Specialist</p> <p>Prioritize next steps with teachers, utilizing district approved coaching model</p> <p>Differentiate coaching for educators</p> <p>Prepare and develop complementary professional development</p> <p>Coach in alignment with educator standards</p> <p>Model and/or co-teach lessons for a specific purpose, targeted skill</p> <p>Facilitate resource identification</p> <p>Know, understand, and support educator SLO/PGPs, be a partner in the process</p> <p>Model and coach professionalism and ethical practices</p> <p>Foster positive authentic relationships that are results oriented among staff and students</p>	<p>Observation/feedback cycle for IC related to implementation of Core Principles and District/school goals</p> <p>Meet with IC weekly to go over:</p> <ol style="list-style-type: none"> 1) Observation/Feedback Calendar 2) Instructional trends 3) Upcoming professional development and follow up coaching expectations <p>Hold educators accountable for implementation of effective educator standards and agreed upon professional development implementation</p> <p>Hold IC accountable for coaching all teachers related to core principles and implementation of district/school goals</p> <p>Support and facilitate resource identification</p> <p>SLO/PGP development goal setting with educators</p> <p>Support the IC in developing a meaningful SLO/PGP and advise the IC with goal attainment and working with experts to achieve the goals</p> <p>Model and coach professionalism and ethical practices</p>	<p>Observation/feedback cycle for Instructional Coaches (ICs) related to implementation of Core Principles and District/school goals</p> <p>Side-by-side coaching provided to ICs</p> <p>Prioritize next steps with ICs</p> <p>Differentiate coaching for ICs</p> <p>Model/co-teach lessons, with ICs, for a specific purpose, targeted skill</p> <p>Facilitate resource identification</p> <p>Support IC's SLO/PGP</p> <p>Model and coach professionalism and ethical practices</p>

Responsibility: Professional Development; Trainer of Trainer Format

Instructional Coach	Instructional Leader (School Administrator)	Teacher Specialists
<p>Provide professional development and ongoing coaching to educators in order to reach school and district goals utilizing the Impact Cycle</p> <p>Participate in ongoing professional development and coaching through a Trainer of Trainers model</p> <p>Practice utilizing the resources and skills prior to providing school wide</p>	<p>Meet with the IC on a regular basis to set expectations for upcoming professional development to be included in faculty meetings and professional development days</p> <p>Provide feedback to IC related to the delivery of the Professional Development</p> <p>Ensure Instructional Coaches (ICs)</p>	<p>Provide ongoing professional development and coaching to the Instructional Coaches (ICs) related to NEXUS Elevated utilizing the Impact Cycle</p> <p>Provide side-by-side coaching to ICs</p>

<p>professional development and coaching</p> <p>Reflect on personal growth and needs. Actively seek out additional support</p> <p>Attend weekly IC PLCs</p>	<p>attend professional development and weekly IC Professional Learning Communities</p>	
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Responsibility: Professional Learning Communities (PLCs)		
Instructional Coach	Instructional Leader (School Administrator)	Teacher Specialist
<p>Differentiate facilitation needs All PLCs need to cover the four questions:</p> <ol style="list-style-type: none"> 1) What do we want our students to know? 2) How will we know they have learned it? 3) What will we do if they know it? 4) What will we do if they don't know it? <p>Use data to drive decision making and appropriate interventions</p> <p>Observation/Feedback cycle alignment for PLC outcome implementation</p> <p>Classroom observations and feedback aligned to PLC decisions and expected student outcomes</p>	<p>Ensure PLC time is scheduled and protected</p> <p>Support the IC in determining differentiation of PLC facilitation needs</p> <p>Ensure PLCs are covering the four questions and using data for decision making</p> <p>Observe and provide feedback to each PLC</p> <p>Set high expectations for PLC outcomes</p> <p>Classroom observations and feedback aligned to PLC decisions and expected student outcomes</p>	<p>Differentiate PLC support according to building/team needs</p> <p>Participate in school level PLCs based upon differentiated needs; provide feedback related to the four questions</p> <p>Facilitate IC PLCs as assigned</p>

Responsibility: Literacy Instruction		
Instructional Coach	Instructional Leader (School Administrator)	Teacher Specialist
<p>Early Literacy:</p> <p>Support teachers in establishing and sustaining daily literacy block schedules that comprise appropriate instructional time for phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing.</p> <hr/> <p>Lead school-level professional development for OSD Early Literacy Framework programs, practices, and assessments; including ECRI,</p>	<p>Early Literacy:</p> <p>Create and sustain a school-wide commitment to guaranteed daily literacy block schedules that comprise appropriate instructional time for phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing.</p> <hr/> <p>Meet with the IC on a regular basis to set expectations for upcoming professional development and embedded support focusing on effective</p>	<p>Early Literacy:</p> <p>Establish, communicate and support expectations for guaranteed daily literacy block schedule implementation that comprise appropriate instructional time for phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing.</p> <hr/> <p>Lead district-level professional development for OSD Early Literacy Framework programs, practices, and assessments; including ECRI,</p>

<p>Heggerty, ERI, KEEP, and Acadience Reading.</p> <hr/> <p>Manage and coach ERI staff assistants (in coordination with the district ELA specialists and school administrator.)</p> <p>Participate in side-by-side observation with district specialists to evaluate ERI practices and calibrate observational notes and ratings, as necessary.</p> <hr/> <p>Manage school DMG Acadience Database (acadiencelarning.net) accounts (in collaboration with the district ELA and Assessment specialists) and support teachers in accessing/using state/district assessment systems.</p> <p>Prepare testing environments, schedules, and personnel for Acadience testing day(s), in coordination with district testing team.</p> <hr/> <p>General Literacy:</p> <p>Lead and/or coordinate school-level professional development for core literacy programs, practices, and assessments; including Wonders, myPerspectives, Lexia Core5, common formative assessments, etc.</p> <hr/> <p>Partners with principal to lead high-quality and measurably effective PLCs.</p> <p>Facilitate unpacking of the Utah Core Standards and aligning assessments to proximal and distal student-learning literacy goals during individual teacher and PLC meetings.</p> <p>Partner with teachers to establish clear student-centered literacy goals for coaching cycles anchored to school literacy goals.</p> <p>Model and/or micro-model literacy instruction using district approved literacy and intervention curriculum and</p>	<p>early literacy programs and practices.</p> <hr/> <p>Hire and supervise ERI staff assistants, set ERI schedules, and meet with IC regularly to evaluate ERI system-level needs.</p> <p>Participate in side-by-side observation with ICs and specialists to evaluate ERI practices and calibrate observational notes and ratings, as necessary.</p> <hr/> <p>Communicate all school-level literacy testing expectations and determine building level testing schedules.</p> <p>Lead effective use of DMG Acadience Database (acadiencelarning.net) accounts, USBE Data Gateway, and other assessment tools to support data-driven instructional model.</p> <hr/> <p>General Literacy:</p> <p>Hold educators accountable for implementing coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the district/school and embody high expectations for all students.</p> <hr/> <p>Create, communicate, and sustain a school-wide commitment to high-quality PLCs and continuous improvement through the established coaching cycle.</p> <p>Create time and structure for teachers to collaborate with each other and instructional coach.</p>	<p>Heggerty, ERI, KEEP, and Acadience Reading.</p> <hr/> <p>Provide initial training for all ERI staff and support instructional coaches in providing ongoing embedded coaching, as needed.</p> <p>Participate in side-by-side observation with ICs to evaluate ERI practices and calibrate observational notes and ratings, as necessary.</p> <hr/> <p>Manage district DMG Acadience Database (acadiencelarning.net) accounts and support educators in accessing/using state/district assessment systems.</p> <p>Communicate all school-level literacy testing expectations and facilitate district-level assessment workshops.</p> <hr/> <p>General Literacy:</p> <p>Provide guidance and resources supporting a coherent system of curriculum, instruction, and assessment that promote the mission, vision, and values of the district and embody high expectations for all students.</p> <hr/> <p>Support leaders in developing a school-wide commitment to high-quality PLCs and establishing an effective coaching cycle.</p> <p>Provide guidance, training, and resources regarding unpacking standards and aligning assessments to proximal and distal student-learning literacy goals.</p>
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<p>programs.</p> <p>Support teachers in gathering evidence of student learning and instructional impact anchored to shared learning targets.</p> <hr/> <p>Guide data analysis and data-informed planning during PLC meetings and deep data dives using Acadience, RISE, ACCESS 2.0, Wonders, myPerspective, and other appropriate metrics as defined by school and district goals.</p> <p>Support and coach teachers in planning and delivering Tier 2 and Tier 3 instruction that use strategies that are: evidence-based, driven by student data, aligned to student needs, monitored, and of sufficient intensity and duration to ensure student growth that closes the achievement gap.</p>	<p>Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning and teaching effectiveness.</p> <hr/> <p>Establish and lead data analysis and data-informed planning during PLC meetings and deep data dives using Acadience, RISE, ACCESS 2.0, Wonders, myPerspective, and other appropriate metrics as defined by school and district goals.</p> <p>Supervise and coordinate schedules for Tier 2 and Tier 3 systems and instruction.</p>	<p>Guide and support leaders and instructional coaches in collecting and appropriately using varied sources of information and data to evaluate student learning, teaching effectiveness, and program quality.</p> <hr/> <p>Guide and support leaders and instructional coaches in identifying and generating high-leverage data reports to support data analysis during PLC meetings and deep data dives.</p> <p>Train and support instructional coaches in implementing evidence-based, driven by student data, aligned to student needs, monitored, and of sufficient intensity and duration to ensure student growth that closes the achievement gap.</p>
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Responsibility: Social Emotional Learning

Instructional Coach	Instructional Leader (School Administrator)	Teacher Specialist
<p>Be proficient in Educators Handbook and Panorama data collection and evaluation</p> <p>Lead professional development for PBIS classroom-based components.</p> <p>Ensure each teacher has a classroom management plan for coaching and fidelity of implementation.</p> <p>Utilize student behavior data and observation data to inform coaching needs and impact school wide systems.</p> <p>Be an active member of Tier 2 ChAT for Tier 1 components in management and academics</p> <p>Provide assigned support for Tier 3 Behavior plan.</p> <p>Support teachers in implementation of Tier 1 Social Emotional Learning (SEL) instruction</p>	<p>Ensure research based Tier I school-wide systems are in place.</p> <p>Ensure necessary materials are available for support.</p> <p>Provide clear expectations to all employees surrounding Tier I PBIS systems.</p> <p>Meet with the IC regularly to analyze data, inform coaching needs, suggest supports, and adjust school-wide system as needed.</p> <p>Engage in district-based expectations for Tier 2 ChAT</p> <p>Provide expectation for Tier 1 SEL instruction</p>	<p>Provide trainer of trainer series for Tier 1 PBIS classroom based.</p> <p>Provide template for classroom management plan.</p> <p>Provide training on data collection systems.</p> <p>Provide support for High Structure Tier 1 classrooms in conjunction with IC</p> <p>Provide training and coaching for Tier 2 ChAT on a monthly basis</p> <p>Write and support Tier 3 behavior plans</p> <p>Provide district professional development and support for Tier 1 SEL instruction</p>

Responsibility: New Teachers

Instructional Coach	Instructional Leader (School Administrator)	Teacher Specialist
<p>Weekly coaching support- educators in first three years (Yr 1--1.5 hrs/week) (Yr 2--1 hr/week) (Yr 3--.75 hrs/wk)</p> <p>Professional development aligned to new teacher needs (example: lunch and learn, morning sessions)</p> <p>Provide and document new teacher observations and feedback aligned to SLO/PGP and educator standards</p> <p>Positive authentic relationships built that are results oriented and foster growth mindset</p> <p>Support educators in applying for grants through the Ogden School District Foundation</p> <p>Understand licensing basics and refer educators to HR for additional support</p>	<p>Hold IC accountable for time commitment to new teachers</p> <p>Protect IC time and 'other duties as assigned' to ensure the IC meets the time commitment in addition to other responsibilities listed above</p> <p>Support new teacher professional development sessions; observation/feedback for IC</p> <p>Align resources for professional development and implementation of goals</p> <p>Understand licensing basics and refer educators to HR for additional support</p> <p>Collaboratively revise new teachers SLO/PGP as needed</p>	<p>Provide professional development as assigned</p> <p>Advocate for needed professional development and resource alignment</p> <p>Support ICs using side-by-side coaching as needed</p>

MAY NOT:	MAY:
Be the main point of contact on student Tier II and Tier III behavior plans (behavior ChAT facilitator. (Counselor role)	Supervise before school or after as part of the regular full staff rotation.
Substitute for missing staff members/teachers.	Participate in home visits.
Supervise lunch and/or recess.	Proctor assessments as part of the schools proctoring rotation.
Contact parents for office disciplinary actions.	Make contacts with other outside resources.
Take lead on administrative or secretarial duties.	Differentiated facilitation of PLCs.
Be the main scheduler and point of contact for end of level assessments. (Site Tech role)	Attend weekly trainings/PLC's with Specialists.
Teach more than one class period per semester.	Advise teachers on the revision of SLO/PGP goals.
Manage accounts in our instructional software programs. (Site Tech role)	Attend New Teacher monthly trainings; receive extra services pay past contract time. (Highly Recommended)
Allow other duties to get in the way of meeting the promised support for teachers in their first three years (Yr 1--1.5 hrs/week) (Yr 2--1 hr/week) (Yr 3--.75 hrs/wk).	
Act in an evaluative capacity.	

**In the event of unforeseen circumstances, the Instructional Coach (IC) may be required to fulfill the duties listed in the MAY NOT section for short-term timeframes with a clearly defined timeline.*

References

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