



Position Description

SECTION I: GENERAL INFORMATION

Position Title: Learning Coach	Department / Building: SISA / Various
Reports To: Director Elementary or Secondary Education	FLSA Status: EXEMPT
Position Classification: TOSA	Bargaining Unit: BEA
Duty Year: 184 days	Revision Date: 3.11.2026

SECTION II: JOB SUMMARY

Purpose of the Position: To increase the instructional capacity of teachers so they can better incorporate literacy, math, and other core content into their instruction, ensuring all students meet or exceed growth expectations each year. The Learning Coach assists the building principal in eliminating predictability in student achievement by promoting educational equity and fostering a commitment to excellence. Guided by the directors of elementary and secondary education, the coach builds teacher capacity to implement evidence-based instruction, increase student engagement, and drive demonstrated results in improved student achievement. By aligning the collaborative work of adults, the coach supports others in building their teaching skills, applying new knowledge, and providing ongoing professional development.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #1	55% of time	Statement of duty/responsibility: Instructional Coaching & Support
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Tasks involved in fulfilling above duty/responsibility:

- Establish Trust and Rapport: Use a variety of strategies to build trust with teachers and staff while strictly adhering to standards of confidentiality.
- Comprehensive Coaching: Provide comprehensive individual and team coaching in evidence-based practices through action planning, co-planning, observing, modeling, and co-teaching that is differentiated to meet professional learning needs.
- Instructional Refinement: Increase teacher effectiveness by observing classrooms, providing formative feedback, and helping refine instructional practices and appropriately pace instruction.
- Curriculum Implementation: Familiarize oneself with new curriculum, materials, and instruction in order to effectively model and coach. Provide support and assistance to teachers in the full implementation of the district's adopted curricula/programs.

- Equity and Differentiation: Advocate for equity by collaborating with all stakeholders to identify the instructional practices that will help teachers meet the needs of all learners, especially underserved students. Support teachers in developing appropriate differentiated instruction based on assessments, anecdotal evidence, and equity practices, and serve as a resource in identifying appropriate tiered interventions within a Multi-Tiered System of Support framework.
- New Teacher Support: Provide targeted coaching and support for new teachers, including participation in the new teacher induction program.

Duty/Responsibility #2	20% of time	Statement of duty/responsibility: Professional Development & Collaboration
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Tasks involved in fulfilling above duty/responsibility:

- Facilitate Learning: Provide and facilitate professional development sessions at the school site or for teams via Collaborative Teams (CTs), staff meetings, and workshop days.
- Deliver Training: Assist in training teachers when new curriculum is implemented and provide foundational professional learning for district priorities.
- Collaborate and Lead: Serve as a leader on building leadership teams and school/district committees to help align the work of adults. Participate in summer professional development/trainings and monthly district-level planning meetings. Plan collaboratively with peers outside of the standard duty day (e.g., summer collaboration, before/after school).
- Continuous Improvement: Reflect on coaching practices and engage in continuous improvement to meet the diverse needs of teachers.

Duty/Responsibility #3	10% of time	Statement of duty/responsibility: Data Analysis & Assessments
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Tasks involved in fulfilling above duty/responsibility:

- Data-Driven Decisions: Assist individual teachers and teacher teams in analyzing varied assessment data to facilitate dialogue among team members, help identify student needs, and assist with plans to alter instruction to ensure demonstrated results.
- Assessment Development: Facilitate and model the site-level use of summative assessments and the development of aligned formative and common assessments.

Duty/Responsibility #4	10% of time	Statement of duty/responsibility: Curriculum & Research
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Tasks involved in fulfilling above duty/responsibility:

- Best Practices: Promote the use of research-based practices and conduct literature research to determine best practices in curriculum and instruction.
- Resource Sharing: Share resources, supplemental materials, and research with staff.
- Curriculum Mapping: Instruct and assist teachers with curriculum mapping and aligning curriculum across content areas.

Duty/Responsibility #55% of
time**Statement of duty/responsibility: Administrative Duties****Tasks involved in fulfilling above duty/responsibility:**

- Prepare forms, records, and reports as directed, attend meetings and trainings as directed, and complete other duties as assigned.

Perform other duties as assigned or requested.**SECTION IV: EDUCATION, EXPERIENCE AND ESSENTIAL SKILLS REQUIREMENTS**

- **Education:** Bachelor's degree from a four-year college or university required; Master's degree with formal education in curriculum and instruction preferred.
- **Experience:** Minimum 5 to 7 years of teaching experience.
- **Certifications:** Current Minnesota teaching license. Current valid Driver's license.
- **Essential skills required to perform the work:**
 - **Knowledge:**
 - Knowledge of best practices in secondary or elementary education, with a specific focus on literacy, math, and multi-lingual learning.
 - Knowledge of and ability to work with families of diverse children.
 - Strong pedagogical and content area knowledge, paired with a deep understanding of evidence-based practices.
 - A firm belief that all students can learn, and an understanding that shared accountability and collaborative learning result in sustained change and demonstrated results.
 - **Skills:**
 - Skilled in problem analysis, data collection, and problem-solving.
 - Excellent oral and written communication skills.
 - Excellent interpersonal relationship skills.
 - Demonstrated success as an instructional visible leader who can effectively manage and lead change, which includes dismantling structures that may perpetuate inequities.
 - Strong interpersonal and communication skills, including the ability to interact effectively with stakeholders, manage dialogue, and value alternative points of view.
 - Effective personal use of technology and computers as communication and instructional tools.
 - **Abilities:**
 - Ability to make decisions and act within district and program policies, procedures, and guidelines.
 - Ability to meet the needs of diverse learners, handle classroom management, and manage paperwork.
 - Ability to work effectively as a team member.
 - Ability to make formal presentations, effectively present information, and respond to questions from administrators, teachers, district employees, students, board members, and the general public.
 - Ability to define problems, collect data, establish facts, and draw valid conclusions using mathematical and statistical concepts.

SECTION V: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands				
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)				
Physical		Lifting/Carrying	Exposure to Environmental	
Standing	F	Up to 10 pounds	Possible exposure to blood-borne pathogens through body and/or body fluids	O
Walking	F	Up to 25 pounds	Toxic chemicals	N
Sitting	F	Up to 50 pounds	Moving parts	N
Talking in person/on the phone	F	Up to 75 pounds	Electrical shock risk	N
Pushing/pulling	O	Up to 100 pounds	Explosives	N
Hearing	F	More than 100 pounds	Fumes	N
Feeling, grasping, finger dexterity	C	Noise Levels		Extreme cold (non-weather)
Climbing, balancing	O	Quiet (i.e. private office)	Extreme heat (non-weather)	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	Varying weather conditions	O
Crouching, crawling, kneeling, squatting	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	Sight	
Stretching/reaching with hands and arms	O	Very loud noise (i.e. jack hammer, front row rock concert)	Vision for close work/ability to adjust focus	O
Distinguishing smell	O		Looking at computer monitor	F
Distinguishing temperature	O		Color vision (identify and distinguish colors)	F
Traveling by automobile	O		Peripheral, depth perception	F

SECTION VI: STANDARDS OF CONDUCT AND JOB PERFORMANCE

Performance of Duties: Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the district, regardless of whether such duties are specifically described in this policy, in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee's job. Employees must also comply with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the district. Employees may not, directly or indirectly, engage or participate in any action or conduct which conflicts in any respect with the interests of the district. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the district, or the desired image of the district.