

**General Summary or Purpose of Job:**

The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine teacher understanding of researched-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. Instructional Coaches will work to build teacher capacity through the implementation of effective instructional practices which seek to accelerate learning for all students, close learning gaps, and increase high school graduation rates.

**Minimum Qualifications:** Current Valid MN K-12 teaching licensure, and minimum 5 years teaching experience.

**Preferred Qualifications:**

- Secondary teaching experience preferred.
- Experience as an Instructional Coach.
- Strong communication skills related to adult professional development and interpersonal relationships.
- Evidence of ownership of personal professional development.
- Successful teaching experience

**Job Duties:**

- Act as a resource for teachers throughout the teacher evaluation process. Specifically, as a peer coach as defined by the Duluth Public Schools teacher development model.
- Plan and implement teacher induction and mentorship.
- Communicate with assigned teachers twice per year about each teacher's professional development needs.
- Act as a resource to support teachers' instructional needs including PLC's and data collection.
- Provide support in analyzing student assessment data.
- Monitor intervention programs through observation and common assessment analysis.
- Instruct and support teachers with curriculum materials, print and digital.
- Model lessons when appropriate.
- Encourage ongoing professional growth for all teachers.
- Work positively toward meeting identified district improvement goals.
- Assist with development of district curriculum, instruction, and assessments.
- Maintain a collegial relationship with teachers.
- Independently read research to learn about new innovative instructional strategies.
- Model digital literacy and technological proficiency as it relates to instruction.
- Conduct walk through observations to determine current teacher practices and identify opportunities for improvement in instructional practices.