

Griffin-Spalding County School System

Title: Instructional Coach Job Class Code: 130 Job Details: 200 days/Exempt/Full-Time Updated: 09/09/2025 Reviewed: 09/08/2025	Category: Student Support Services Reports To: Principal Salary Schedule: Teacher
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JOB SUMMARY

This position builds teacher capacity in the areas of content knowledge, instructional strategies, data analysis and assessment creation through comprehensive coaching cycles and professional learning for the purpose of improving student achievement.

ESSENTIAL FUNCTIONS

(Essential functions, as defined under the Americans with Disabilities Act, may include any of the following tasks, knowledge, skills, and other characteristics. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all duties and responsibilities performed by incumbents of this class.)

Classroom Supporter – models effective instructional strategies, co-plans or co-teaches lessons and observes and gives feedback to teachers

- Increases the quality and effectiveness of classroom instruction through research-based instructional strategies
- Collaborates with teachers to identify the instructional needs of students, to set learning goals and targets and to problem solve with teachers to develop best practices for continuous improvement of student achievement
- Facilitates on-going collaboration of teachers to effectively monitor and adjust curriculum, assessment techniques and instruction to ensure equity and excellence of student learning
- Provides support to teachers through in-class coaching, modeling of instructional strategies, co-teaching, developing lesson plans with teachers based on student needs, guiding teachers in analysis of student work and student performance data and co-planning with teachers
- Designs model lessons and presents them to coach individual teachers to build teacher capacity for planning and delivering effective lessons
- Assists teachers in using common formative assessments for measuring student progress
- Ensures the progression of teacher skill development and capacity is aligned with changing student learner needs
- Conducts informal classroom observations and provides non-evaluative descriptive feedback for the purpose of instructional support and improvement that facilitates teacher reflection and growth
- Provides classroom follow-up with individual teachers between team meetings based on teacher need

Data Coach – facilitates conversations with colleagues to analyze many types of data to identify schoolwide and grade-level or departmental trends and to discuss the implications for instruction

- Facilitates conversations with school leaders and teachers using data to drive instructional decisions
- Collaborates with teachers to analyze formative and summative student achievement data from a variety of sources to diagnose instructional needs, identify research-based instructional strategies to close achievement gaps and to guide instruction
- Assists teachers with the use of data to improve student learning

Facilitator for Change – encourages teachers to analyze what is working and what is not working, challenges the status-quo and introduces new ideas

- Engages teachers in reflective thinking to look at their own instructional practices critically and analytically
- Fosters a safe, trusting environment for teachers
- Introduces alternatives and refinements for teacher instructional practices
- Establishes and maintains confidential relationships with teachers

Resource – helps teachers locate information, materials, examples of evidence-based practices and assessments

- Assists teachers in the identification of instructional and assessment resources to enhance classroom instruction, improve student achievement and build teacher capacity
- Shares research and instructional best practices
- Works with the school parent liaison to provide professional learning and resources to parents on instructional strategies to improve student achievement

School Leader – serves on school leadership teams to help coordinate school improvement efforts

- Supports and communicates the school and district initiatives with the school community
- Acts as a strong advocate for student learning
- Serves on the school leadership team to assist in the development, implementation and evaluation of the school improvement plan
- Assists with the school's comprehensive needs assessment process
- Collaborates and communicates effectively with administrators, teachers, other instructional coaches and district staff to strengthen all aspects of the instructional program
- Demonstrates a high level of professionalism, ethical behavior and confidentiality of student and teacher information which supports the mission, vision and beliefs of the Griffin-Spalding County School System
- Follows guidelines required by the Griffin-Spalding County Federal Programs Department, the Griffin-Spalding County School System, the Georgia Department of Education and the U.S. Department of Education

Professionalism and Communication – demonstrates responsible and ethical behaviors

- Carries out duties in accordance with federal and state laws, the code of ethics and local school board policy
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance)
- Respects and maintains confidentiality
- Uses verbal and non-verbal communication to foster positive interactions
- Participates in ongoing professional learning based on identified areas for growth
- Engages in activities outside of the classroom intended for school and student enhancement
- Models correct use of oral and written language
- Listens and responds with cultural awareness, empathy and understanding to the voice and opinion of stakeholders (parents, community, students and colleagues)
- Uses modes of communication that are appropriate for the given situation
- Engages in ongoing communication with families regarding instructional goals and student progress in a timely and constructive manner
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style
- Explains directions, concepts and lesson content to students in a logical, sequential and age-appropriate manner

Instructional Supporter – helps teachers implement effective instructional strategies that respond to diverse learners' needs

- Supports the implementation of effective instructional strategies
- Provides professional development on assessment for learning and differentiation of instruction
- Supports the identification of needs and makes recommendations for appropriate instructional materials and assessments that directly support and align to state standards
- Provides professional development that includes student-centered goals, instructional objectives to meet the goal and instructional strategies or interventions to meet the objectives
- Ensures that the school's curriculum is viable by supporting the development of content knowledge and instructional strategies that support the performance standards and curriculum design
- Scaffolds the development of an effective assessment system based on regular examination of professional practice through analysis of student work, focused on effective feedback and designed to support all teachers and students
- Assists teachers in incorporating the use of technology into the instructional program

Curriculum or Content Facilitator – deepens teachers' content knowledge and ensures alignment of the written, taught and tested curriculum

- Promotes the implementation of state standards through curriculum by increasing teacher content knowledge and facilitating a better understanding of the structure of the written, taught and tested curriculum
- Deconstructs standards to guide identification of essential knowledge and skills

- Serves as content specialist to assist in the development and implementation of instructional plans that align to district goals and curriculum
- Works collaboratively and communicates effectively with district-level curriculum personnel to ensure implementation of rigorous, relevant curricula and instructional practices that will increase student achievement

Learner – models continuous learning as adult learners

- Engages in continuous professional learning to promote personal growth and to better support the development of team and classroom practice through high-quality professional development
- Engages in professional development opportunities and professional reading
- Practices and reflects about what is learned
- Attends required district-level professional development opportunities

Professional Learning Facilitator – assists with coordinating, designing and delivering professional learning opportunities for all staff, ensuring that a variety of models are used

- Designs, conducts and evaluates high quality professional learning opportunities for staff to build internal capacity
- Facilitates job-embedded and ongoing professional development for teachers based on methods, instructional materials and instructional strategies that through research have proven to increase student achievement in a standards-based environment
- Works collaboratively and meets regularly with building and grade level Professional Learning Communities to develop and implement goals related to improved student achievement from school and system improvement plans
- Assists in the development and implementation of the school's professional learning plan to target curriculum, assessment and instruction to improve student achievement and move the school improvement plan forward
- Maintains prompt and regular attendance as physical presence at the job site is required.

SUPERVISES

- No supervisory responsibilities

MINIMUM QUALIFICATIONS

- Georgia teaching certification in-field
- Three or more years of exemplary teaching experience in-field
- Experience in the development, preparation, and presentation of professional development for adult learners
- Demonstrated experience of strong leadership skills as a teacher-leader
- Experience in analyzing student performance data
- Experience in differentiated instruction in a standards-based curriculum
- Experience in curriculum and assessment writing

PREFERRED QUALIFICATIONS

- Coaching Endorsement
- Leadership Certification
- Five years of exemplary teaching experience in-field
- Content area Endorsement or curriculum and instruction certification or leadership certification
- Master's or specialist degree in education
- Experience with the coaching cycle
- Experience with special populations (ELL, SWD, EDD)

COMPETENCIES NECESSARY TO DO THE JOB

- Demonstrated deep knowledge of relevant content areas(s) and state assessments
- Demonstrated knowledge and use of a rich array of instructional approaches, resources and technologies in the relevant content area(s)
- Specific knowledge of assessment and lesson design
- Ability to modify/enhance curriculum to meet the diverse needs of students

- Ability to effectively implement standards-based classroom planning, assessment and instruction
- Ability to effectively use student performance data to make informed instructional decisions
- Ability to effectively use technology to disaggregate assessment data to inform instruction
- Ability to demonstrate collaborative skills in co-teaching situations
- Ability to work effectively with adult learners
- Ability to skillfully offer constructive feedback to facilitate change
- Ability to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions and make valid judgments and decisions
- Exemplary oral and written communication skills
- Exceptional organizational and prioritization skills
- High level of commitment to ongoing professional performance and growth
- Ability to build positive and rewarding relationships with all stakeholders
- Ability to maintain emotional control under stress
- Ability to be regularly, predictably and reliably at work
- Ability to perform routine physical activities that are required to fulfill job responsibilities

EVALUATION

- Performance of this job will be evaluated in accordance with the provisions of the Griffin-Spalding County School System Board's policy on evaluation of professional personnel.
- Elementary instructional coaches will be evaluated by their principal with input from the Director of Teaching and Learning
- Secondary instructional coaches will be evaluated by their principal with input from the Director of Teaching and Learning

Griffin-Spalding County School System does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations.