



# HUMBLE INDEPENDENT SCHOOL DISTRICT

## Job Description

### Campus Instructional Coach (Elementary)

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<b>Reports to:</b>	Campus Administrator
<b>School/Department:</b>	Assigned Campus and Level
<b>Pay Grade:</b>	Campus Professional Support Staff Schedule plus Stipend
<b>Wage/hour status:</b>	Exempt
<b>Work Days:</b>	187
<b>Created/revised:</b>	July 2025

#### Primary Purpose:

The Elementary Campus Instructional Coach plays a vital role in building teacher capacity to impact student learning and collaborating with campus leadership, teachers and Teaching & Learning to ensure strong communication and partnership among all stakeholders. The ideal candidate provides leadership in the implementation of high-quality instructional practices, providing professional development, and problem solving in a fast-paced environment that is grounded in standards-based, district curriculum. The Instructional Coach possesses instructionally sound processes, a honed coaching ability, and strong interpersonal skills.

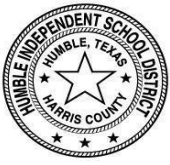
#### Qualifications:

##### Education/Certification:

- Master's degree or higher in specific content or the field of Education, preferred
- Texas teaching certification, content/grade-level/program appropriate to assignment

##### Special Knowledge/Skills:

- Deep knowledge and experience in TEKS, alignment, and data to plan high-quality units, assessments, and lessons
- Expertise in district instructional resources, pedagogical methods, and evidence-based best practices
- Skill in collecting, organizing, analyzing, and interpreting data to inform instructional decisions and drive continuous improvement
- Skill in guiding, overseeing, leading, and coaching work performed by assigned personnel
- Skill in presenting oral and written information in a comprehensive and organized manner to diverse audiences and facilitating groups on a large scale
- Skill in diagnosing and resolving instructional challenges
- Skill in technology, including Windows, Chrome, iOS devices, G-Suite, and Microsoft Office
- Skill in exhibiting strong leadership and collaboration skills
- Skill in effective communication and interpersonal skills
- Skill in applying concepts to resolve problems and develop solutions
- Ability to demonstrate modeling, evidence-based instructional practices in classrooms
- Ability to create, implement, monitor and evaluate professional development
- Ability to demonstrate positive, impacted systematic change within the campus
- Ability to prioritize tasks and coordinate multiple projects to meet specific deadlines
- Ability to maintain confidentiality of privileged and sensitive information
- Ability to perform duties with attention to detail, speed, accuracy, follow-through, courtesy, cooperation and work with minimum supervision
- Ability to maintain effective working relationships and work in a team environment
- Ability to maintain professional behavior, appearance, and work ethic to represent the school district in a positive manner at all times
- Ability to communicate effectively with tact and diplomacy, provide a high level of customer service, and work compatibly with students, administrators, district officials, parents, co-workers, and the general public



**Experience:**

- Minimum 3 years of successful teaching experience
- Master teacher who has:
  - embedded appropriate evidence-based, differentiated instructional practices that have resulted in high levels of student progress
  - demonstrated successful classroom management that facilitates a high level of student engagement
- Teacher leader who has demonstrated high efficacy as evidenced by student achievement and administrative observations by campus and district personnel
- Prior experience providing helpful oversight support and/or overseeing a team

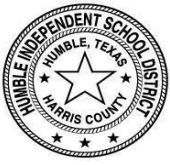
**Major Responsibilities and Duties:**

*The Instructional Coach...*

- Provides instructional leadership, including leading data discussions, modeling effective strategies, assisting with small group instruction, observation, and/or co-teaching;
- Supports the implementation of the district vision at the campus level;
- Collaborates with district and campus leadership to determine their professional, instructional, and accountability goals;
- Builds teacher capacity in understanding the Texas state assessment system, including STAAR and TELPAS, and how they connect to curriculum and instruction; and
- Works a predetermined number of days in the summer that are determined by the Building Principal and the Teaching and Learning Division. Note that for additional days for curriculum writing, professional development, and/or interviewing for new staff will be compensated if they occur outside of the predetermined summer work days or outside of the normal contract period. This pay practice is subject to change at the sole discretion of the district with communication being made as soon as possible.

**Instructional Coaching Role**

1. Implement the district's coaching model to build capacity among teachers. This includes using questioning strategies, goal-setting practices and feedback processes to facilitate those conversations
2. Provide targeted instructional coaching strategies that impact student achievement, including modeling, observation, and/or co-teaching.
3. Support quality instruction aligned to district and campus goals.
4. Lead and facilitate campus planning sessions so that teachers can effectively use and implement district curriculum and resources in creating lessons and assessments.
5. Observe classroom instruction to ensure alignment between what was planned and what is taught.
6. Build capacity among teachers to analyze data to inform instruction.
7. Share district information and professional learning with campus personnel.
8. Serve as a mentor for new classroom teachers.
9. Plan and deliver professional development on campus.
10. Oversee the development of high impact lesson plans that are maintained and implemented by all teachers.
11. Model high impact instructional techniques to teachers.
12. Disaggregate data and build capacity among teachers to analyze data.
13. Share student achievement data with campus principals and instructional leaders to help plan classroom instruction.
14. Design and lead the implementation of Tier 2 and Tier 3 intervention programs for struggling students.
15. Instruct students in small groups when necessary.



16. Assist campus administration with the master schedule as it relates to the subject area.
17. Seek assistance from content coordinators and/or district leaders to support campus academic needs.
18. Act as a liaison between district departments and campuses.
19. Support the successful implementation of district initiatives.

**Leadership in Professional Learning, Campus-based and District-level**

1. Partner with campus and district leadership to support the development of the campus improvement plan that focuses on student learning.
2. Provide responsive, high-quality professional learning aligned to the district/campus goals, focusing on teacher and student needs.
3. Utilize data from the campus improvement plan to inform decisions about campus professional learning.
4. Collaborate with teachers and campus leaders to analyze student data, identify instructional/professional learning needs, and set specific, measurable goals for improvement.
5. Seek opportunities to learn about or expand knowledge of innovative and research-based practices that can be implemented in the classroom, and share ideas among teachers, other Instructional Coaches, and district leaders.
6. Work in conjunction with the Building Principal, District Administration, and/or Teaching & Learning to implement, adapt, and monitor all district-initiated instructional initiatives.

**Leadership in Curriculum, Instruction, and Assessment**

1. Lead in the implementation of district curriculum at the campus level.
2. Build teacher capacity in high quality instructional processes that support student learning, including quality design processes around lessons, units, and assessments.
3. Participate in the development, evaluation, revision and implementation of district curriculum as needed.
4. Participate in the development and/or revision of district assessments as needed.

**School/Organizational Climate**

1. Maintains professional behavior, promote a positive image, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment that supports the vision and mission of the District.
2. Maintains a positive and effective relationship, good judgment, and decision making with coworkers, supervisors, other district personnel, outside agencies and organizations, parents, and the community.

**Policy, Reports, and Law**

1. Assure compliance with Board and TEA policies.
2. Compile and maintain all reports, records, and other documents as required.
3. Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the area of required reporting to agencies.

**Communication**

1. Maintains confidentiality of privileged and sensitive information when received and distributed to appropriate designees.
2. Promote communication with parents and others in the community concerning the mission of the district and the accompanying products and services, participating in and supporting community collaborative activities; and providing educational outreach into the community.
3. Provide for two-way communication with principals, teachers, staff, parents, and community
4. Provide outstanding customer service.
5. Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.
6. Monitor professional research and disseminate ideas and information to other professionals.



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(Elementary)**

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### Supervisory Responsibility

1. Provide work guidance, oversight, and direction of classroom teachers and other related personnel in day-to-day activities. May be part of a campus interview committee assisting campus administration with interviewing teacher candidates and making recommendation to fill designated teaching vacancy areas.

### Other

1. Demonstrates effective interpersonal skills through communications with parents, community, teachers, and staff.
2. Attend professional growth activities to maintain awareness of current research and issues in assigned content/subject area, assessment, teacher education, professional development at the state level, including technology integration and remaining current on new and emerging technologies.
3. Attend training on various software/hardware that is being supported by Humble ISD and maintain a working knowledge of the same.
4. Maintain an organized work environment.
5. Participate in and provide cross-training.
6. Performs other duties as assigned.

### Working Conditions:

#### **Mental Demands/ Physical Demands/Environmental Factors:**

Maintain emotional control under stress and work with frequent interruptions

Occasional travel outside of school boundaries with travel within the district to attend meetings and other related matters

Prolonged use of equipment and computers with repetitive hand motions

Requires walking, standing, climbing, stooping, bending, kneeling, and reaching as well as lifting, pushing and carrying heavy objects or materials

Occasional prolonged and irregular work hours – flexibility with schedule preferred to maximize teacher learning and schedules

Work location assigned requires physical presence in office

Daily attendance and punctuality are essential functions of the job

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

Received by \_\_\_\_\_ Date \_\_\_\_\_