Learning Coach - TOSA (Teacher on Special Assignment)

The Learner Coach is a school-based instructional leader who partners with teachers to improve student learning outcomes, especially in literacy and mathematics. Through job-embedded professional development, modeling, and side-by-side coaching, the instructional coach supports staff implementation of state standards, by leveraging the district's core curricular resources, and using research-based instructional practices.

Essential Functions

- Provide direct instructional support to teachers by providing personalized support through modeling, co-teaching, and collaborative planning based on the specific goals of individual teachers and the needs of their students.
- Analyze student performance data (formative and summative) to identify trends, address achievement gaps, and support teachers in adjusting instruction to meet the needs of all learners.
- Review various pieces of data for math and literacy interventions for specific learners, to determine if programming is effective, and to ensure our systems and instruction are culturally responsive.
- Support staff in the deep unpacking of state standards and ensure the effective implementation of the district's adopted curricular resources.
- Assist the building leadership team in identifying professional growth opportunities; develop, lead, and facilitate building-level staff development focused on high-leverage instructional practices.
- Foster academic mindsets in learners and learning environments throughout the school that ensure the educational growth of each learner.
- Participate in department, school, and district meetings (e.g., iTeam, IPR) to ensure instruction is aligned with broader school goals.
- Stay current with research-based instructional practices.

Knowledge, Skills, and Abilities Required

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Current state of Minnesota teaching licensure; preference for candidates with a reading and/or mathematics K-6 endorsement or specialized training in elementary literacy and/or math pedagogy.
- At least three years of successful classroom teaching experience is preferred, with a demonstrated track record of high student growth in mathematics.
- Deep knowledge of evidence-based instruction and interventions
- Proven ability to facilitate the professional development of adult learners, offering constructive feedback and fostering a culture of continuous improvement.
- Ability to model and support best practices across grade levels and departments.

- Ability to create positive, trusting relationships with a diverse staff, administration, and community.
- Exceptional oral and written communication skills, with the ability to explain complex concepts to various stakeholders.
- Demonstrated knowledge of relevant technology, including the use of 1:1 devices and digital learning tools to support personalized and adaptive learning.
- Must have the proven ability to report to work on a regular and punctual basis.
- Ability to implement culturally responsive teaching strategies that recognize and value the diverse identities of all students.

Physical Requirements
- Regularly required to sit, stand, walk, talk, and hear.
- Must be able to operate a computer, hand-held learning devices, and other office equipment.
- Must reach with hands and arms and occasionally lift and/or move up to 10 pounds.
- Must maintain a valid driver's license and a good driving record for travel between sites if required.