



KENT SCHOOL DISTRICT

EQUITY | EXCELLENCE | COMMUNITY

TITLE: Instructional Coach	REPORTS TO: Building Administrator
LOCATION: Building	FLSA STATUS: Exempt
CLASSIFICATION: KEA	WORK PERIOD: 185 Days
ISSUE DATE: May 2025	SALARY: KEA Salary Schedule

PRIMARY PURPOSE:

This position will serve as an instructional coach who focuses primarily on instruction and student learning as a means to improve the achievement of all students and student groups. The position will provide support for increasing teacher capacity and provide assistance in closing the achievement gap by implementing research-based instructional practices grounded in student achievement data. This position will also provide guidance and direction of instruction for students based on student achievement data aligned with the School Improvement Plan.

ESSENTIAL JOB DUTIES:

The incumbent may perform any combination of the essential functions outlined below. This description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this position, but is intended to accurately reflect the principal job elements.

The primary responsibilities of this position will be to strengthen instructional practices in the classroom through coaching cycles that support Multi-tiered Systems of Support, MTSS through Plan Do Study Act,(PDSA) cycles:

- Coordinate ongoing opportunities for teachers to learn from each other collaboratively.
- Provide professional development opportunities to staff in whole group and small group settings with modeling and guided practice.
- Plan, coordinate, and provide in-service training and technical assistance for certificated and classified staff in Multi-Tiered Systems of Support and related research-based methodologies for systematic, differentiated instruction (curriculum, assessment, instructional data collection, analysis, and decision-making) and teaming.
- Utilize a Plan, Do, Study, Act cycle to support progress monitoring and target interventions to increase student achievement in alignment to the district MTSS model that includes systemwide strategies and approved resources.
- Assist in achieving strategic plan goals at the school level by assisting in collecting and analyzing system, building, and student-level data and utilizing the data to partner with administrators in instructional decision-making.
- Partner with educators to engage in coaching cycles.

- Increase teacher repertoire of high-impact instructional strategies to meet the needs of all students.
- Provides support and guidance for supplemental instruction or interventions to students.
- Initiate and develop high impact teaching models (co-teaching, collaborative teaching, direct instruction, etc.).
- Continuously grow personal professional practice and knowledge base by participating in frequent coaching professional learning.
- Foster culturally responsive learning through demonstration of beliefs about student learning and growth mindset. This includes a strength-based approach in the language that is used when working with instructional staff.
- Build a strong rapport with instructional staff to build professional trust as a reflective partner.

OTHER JOB DUTIES

- Complete all records and reports as required by law and regulation or requested by the administration in a timely manner.
- Work cooperatively and cohesively building and district staff.
- Continue to grow professionally through collaboration with colleagues and professional development opportunities.
- Maintain a safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
- Perform other related duties as assigned.

WORKING CONDITIONS:

Works in a public school environment with occasional travel to district and community sites; required to adjust to shifting priorities; may occasionally deal with situations involving conflict and uncertainty; work varied hours. Sitting, standing, bending and occasional lifting, up to 25 pounds.

REQUIRED QUALIFICATIONS:

1. Appropriate Washington State certification is required and must be on file prior to beginning work
2. Three years demonstrated instructional skills as a results-driven classroom teacher
3. Demonstrated skills as a teacher leader
4. Prior instructional leadership coaching teaching staff
5. Prior experience providing professional development

PREFERRED QUALIFICATIONS:

1. Credibility with colleagues
2. Experience in analyzing data to identify appropriate instructional practices and interventions
3. Knowledge of effective MTSS practices and PDSA cycles

4. Experiences in effective facilitation skills for various professional learning experiences including adult learning theory
5. Effective interpersonal communication skills
6. Strong organizational skills
7. Ability to collaborate with a variety of audiences
8. Knowledgeable about Washington State Learning Standards and current with research-based instructional practices
9. Ability to effectively model, co-teach, and co-plan with teachers
10. Instructional coaching and/or mentoring experience
11. Excellent technology skills and can use and incorporate computers/technology into curriculum and instruction
12. Maintain positive learning environment and have ability to relate to all students, parents, and colleagues
13. Team player with excellent management and communication skills
14. Experience with culturally responsive teaching techniques
15. Experience working with diverse student populations

EDUCATION AND EXPERIENCE

1. Bachelor's degree in education required, master's degree preferred.
2. Proven successful experience in teaching reading, writing, and mathematics interventions preferred.
3. Proven successful experience in ethnically diverse public school district preferred.
4. Proven successful experience in working and learning in a Professional Learning Community.

Employment eligibility may include fingerprints, health (TB) and/or other employment clearance.

LICENSING AND CERTIFICATION

Valid Washington State Teaching Credential

EVALUATION:

Evaluation responsibilities are assigned to the building administrator.

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise balance the workload.