

**SNOQUALMIE VALLEY SCHOOL DISTRICT  
JOB DESCRIPTION**

Job Title: **Instructional Coach—K-5 Math**  
Reports to: **Executive Director of T&L**  
Directed by: **Executive Director of T&L**  
Work Year: **School Year**

FLSA Status: **Exempt**  
Classification: **Certificated—SVEA**  
Supervises: **None**  
Salary: **As Stated in Schedule**

**Position Summary:** The K-5 Math Instructional Coach works closely with elementary teachers, math specialists, and principals to strengthen Tier I core mathematics instruction and Tier II intervention systems using research-based practices. They coordinate the team of elementary math specialists and provide district leadership in the development, implementation, and continuous improvement of the K–5 mathematics program. The K-5 Math Instructional Coach ensures alignment of district curriculum, instruction, and assessments to state standards while supporting district and building goals and initiatives to meet the learning needs of all students.

**Qualifications Required:**

- Valid Washington State teacher certificate.
- Demonstrated leadership experience, i.e.: facilitation, collaborative team member, mentor, teacher leader.
- Demonstrated experience teaching mathematics.
- Demonstrated experience using student achievement data to guide instructional decisions.
- Detail oriented; possess strong initiative and excellent organizational skills.
- Demonstrated proficiency with the Microsoft and/or Google Suite.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

**Qualifications Desired:**

- Mathematics endorsement on Washington State teaching certificate.
- Five or more years of successful elementary or middle school teaching experience.
- Master’s degree and/or National Board Certification.
- Strong background in state standards.
- Training in Cognitive Coaching or other instructional coaching platforms.
- Experience implementing MTSS/RTI frameworks.
- Experience facilitating Professional Learning Communities.
- Experience with Washington State Teacher Evaluation system.

**Essential Functions and Responsibilities:**

1. Assists with the development, implementation, and evaluation of a comprehensive K–5 mathematics curriculum and program of services in collaboration with teachers, principals, and central office staff.
2. Supports the implementation of adopted mathematics curriculum, instructional materials, pacing guides, instructional calendars, and curriculum maps.
3. Leads and facilitates collaboration meetings for elementary math specialists and school teams to strengthen Tier I core instruction and Tier II intervention practices across schools.
4. Provides leadership, guidance, and job-embedded support to teachers and school teams through coaching, modeling, co-teaching, collaborative observations, and feedback to strengthen mathematics instruction.
5. Supports the development and implementation of research-based Tier II mathematics interventions within MTSS frameworks.
6. Guides teams in the use of universal screening, progress monitoring, and classroom and district assessment data to inform instructional decisions and monitor intervention effectiveness.
7. Facilitates the development, implementation, and monitoring of common formative and summative mathematics assessments and supports effective administration and analysis of district-adopted assessments.
8. Develops and delivers professional learning for K–5 teachers and instructional assistants aligned to district and school improvement goals, including participation in new teacher induction and support.
9. Facilitates Professional Learning Communities focused on strengthening instructional practices, mathematical discourse, conceptual understanding, and problem solving in elementary classrooms.
10. Promotes equitable, inclusive, and developmentally appropriate mathematics practices to ensure access to grade-level standards for all students.
11. Serves as the district point of contact for K–5 mathematics curriculum and instructional practices and collaborates with teachers, administrators, families, and community members to address questions and concerns.
12. Works with school improvement teams to integrate research-based mathematics strategies into school improvement plans and district strategic priorities while managing related projects and initiatives.
13. Maintains current knowledge of research, best practices, and innovations in mathematics education; supports teacher professional growth through ongoing learning opportunities and collaboration.
14. Demonstrates flexibility in work schedule and location as needed to support schools and district initiatives and maintains regular attendance in accordance with district policies and collective bargaining agreements.
15. Makes effective use of consultants and specialists in program and staff development.
16. Works cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment.
17. Keeps abreast of new information, innovative ideas, and techniques.

**Nonessential Skills and Experience:**

1. Performs other duties as assigned. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

**Success Factors/Job Competencies:**

1. Demonstrated ability to effectively establish work priorities, and to make independent decisions.
2. Demonstrated ability to work on multiple tasks simultaneously.
3. Demonstrated ability to work effectively under pressure while maintaining a high level of productivity.
4. Demonstrated ability to meet or exceed the Essential Functions and Responsibilities of this position.
5. Demonstrated ability to maintain confidentiality of student data, IEP, and health information per FERPA and HIPAA requirements.
6. Demonstrated ability to interact tactfully and positively with students, staff, and parents and maintain effective working relationships with a variety of people.
7. Demonstrated professionalism through conduct, punctuality, and minimal absences.
8. Demonstrated ability to adapt to a variety of working situations and learn new skills.
9. Demonstrated ability to follow oral and written directions yet exercise independent and appropriate judgment.
10. Demonstrated strong initiative and self-motivation.

**Physical Demands and Work Environment:** The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- *Physical Demands*—Majority of the time spent walking throughout building, sitting in meetings and in classrooms; reach with hands or arms; balance; stoop/bend; talk and hear; may lift up to 20 lbs.; occasional sitting at computer, utilizing keyboard; rare need to physically control a child for safety reasons.
- *Work Environment*— Conditions vary, depending on location. Occasional high noise level and varying light levels.

**Performance Standards:** The person in this position will be evaluated annually in accordance with the provisions of the district policy for evaluation.

**Approval/Revision Date:** March 5, 2026.

**General Sign-off:** The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.