



NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT JOB DESCRIPTION

Position Title: Instructional Coach
Department: As Assigned
Location: As Assigned
Reports To: As Assigned
FLSA Status: Exempt
Bargaining Unit: Licensed, NWEA
Compensation: Licensed Salary Schedule
Work Days: 210

Prepared Date: 5/2023
Revised Date: 4/2025

NW REGIONAL ESD'S MISSION STATEMENT

In partnership with the communities we serve, Northwest Regional ESD improves student learning by providing equitable access to high quality services and support.

GENERAL DESCRIPTION:

The Instructional Coach is focused on improving student achievement through building the capacity of educators working with diverse groups of learners. The Instructional Coach assists educators by providing support around essential components of individualized education plans. Supports include paperwork documentation and compliance, evidence based instructional strategies, analysis of student data, and alignment of curriculum and methodologies with program identified improvement standards.

Instructional Coaches provide professional development through presentations and workshops, in class observations and coaching, strategy modeling, reflection on practices, guidance on assessing student work and development of individualized educational plans. Instructional coaches collaborate with program administrators in assessing program needs and developing improvement plans. Coaches utilize a culturally responsive lens within their daily practice. Work is completed in a variety of settings, including but not limited to homes, community programs, and classrooms.

The District will provide support to instructional coaches through professional development training related to this assignment. Instructional coaches support the work of educators through analyzing implementation and student data, but do not perform supervisory evaluation of program staff.

QUALIFICATIONS: 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.

1. Minimum Bachelor degree in Special Education or a related field with a minimum of five years' experience in this area
2. Current Oregon Teaching License

3. Knowledge of research-based curriculum and instructional strategies for students eligible for special education services
4. Demonstrated skills in analyzing and using data and research for instructional decision-making

KNOWLEDGE, SKILLS, and ABILITIES:

1. Demonstrate a commitment to diversity, equity, inclusion, and belonging through continuous development, modeling inclusive behaviors, and proactively managing bias
2. Ability to exhibit professionalism and effective human relations
3. Confer regularly with immediate supervisor
4. Proficient in the use of computer and internet based applications, including but not limited to email, internet software, Google Suite, and word processing (MS Word)
5. Ability to demonstrate strong interpersonal relationships, problem solving skills, and collaboration with parents, administrators, classroom teams and community partners
6. Ability to manage timelines and meet time-related goals
7. Knowledge of equity issues in current education reform
8. Ability to work effectively with adult learners

ESSENTIAL FUNCTIONS: Include the following. Performs some or all of the following tasks. Other Duties may be assigned. The duties listed below are not inclusive, but characteristic of the type and level of work assigned for this position.

- A. Conduct observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth.
- B. Use a variety of coaching techniques that target improving student outcomes: teaching/practice-based coaching, real-time coaching feedback, and relationship-based consultation.
- C. Work collaboratively with program leadership to ensure rigorous, relevant curriculum and instructional practices that assist all learners in meeting individualized goals.
- D. Model instructional practices through classroom demonstrations or side-by-side coaching.
- E. Demonstrate appropriate use of instructional technology and other educational tools to enhance and extend instruction.
- F. Provide training to staff on specific curriculum, methodologies, consultation approaches and parent education programs.
- G. Develop classroom action plans, data collection and systems for analyzing data.
- H. Provide training and coaching on universal/Tier 1 strategies.
- I. Support educators in assessing and developing more intensive interventions when needed.
- J. Assist educators in developing high quality lesson plans aligned to curriculum and individualized goals, including facilitating the creation and use of materials and developmentally appropriate activities.
- K. Assess current implementation at all levels (student, classroom, building, program wide) to identify trends and develop short- and long-term improvement plans.
- L. Assist teams in creating a culture that uses student data to improve and modify instructional practices.

- M. Build teacher capacity to effectively use data to inform instruction.
- N. Use data to monitor student outcomes and fidelity of implementation of curriculum and instructional strategies.
- O. Identify professional learning needs and set up training opportunities for a variety of target audiences (program, buildings, community partners, parents, classroom teams).
- P. Develop presentations, materials, and opportunities for hands-on training for instructional assistants working towards teaching licensure.
- Q. Build teacher capacity to ensure that all students have equitable access to rigorous learning opportunities that consider individual student needs.

WORKPLACE EXPECTATIONS

- Demonstrate support for NWRESD Mission and Values and Strategic Plan Goals
- Establish and maintain a positive and respectful learning environment and working relationships with students, staff, administration, parents/guardians and community members
- Work effectively with and respond to people from diverse cultural backgrounds
- Participate in various meetings for the purpose of receiving information or sharing information and expertise with students, colleagues and parents/guardians, and community partners
- Hold expectations for high performance of self
- Demonstrate computer literacy and operate software programs as related to job responsibilities
- Maintain accurate, complete and confidential records as required by law and District policy and regulations
- Maintain the integrity of confidential information relating to a student, family, colleague or NWRESD patron, and use or relay confidential information only in the course of performing assigned responsibilities
- Follow all laws, District policies, rules, regulations, memos, announcements and reasonable requests by proper authority
- Maintain regular attendance at work and work activities and punctuality regarding deadlines, meeting attendance and following schedules
- Work collaboratively with other departments

LANGUAGE SKILLS:

Ability to read, analyze and interpret documents such as software manuals/instructions and procedural manuals. Ability to write routine reports and correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients and other employees of the organization.

MATHEMATICAL SKILLS:

Ability to perform basic mathematical calculations with a high degree of accuracy.



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REASONING ABILITY:

Ability to apply common sense to carry out oral and written instructions. Ability to solve practical problems and deal with a variety of concrete variables in situations where some standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

WORK ENVIRONMENT:

Work is generally performed in a standard office setting. Travel to various sites may be required.

Daily:

- Requires regular focus on a computer screen.
- May be required to sit, stand, keyboard, write, hear and speak for extended periods of time.
- Precise control of fingers and hand movements required.
- Work activities may include bending, stooping, kneeling.

Weekly:

- Ability to perform job and communicate in a noisy environment.
- Travel to various sites may be required.

Required Physical Demands of Essential Functions and Responsibilities:

The physical demands 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 of this job. Staff are expected to possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If accommodation(s) are required to perform any or all of the job functions, then the employee must notify Human Resources and agree to provide information to the District regarding the requested accommodation(s).

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee continuously uses hand strength to grasp tools. The employee must occasionally lift and/or move up to 50 pounds.

Note: The description contained herein reflect general details as necessary to describe the principle 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 to balance the workload.

NWRESD believes that every individual makes a significant contribution to our success. The administration reserves the right to modify, add or remove duties as necessary that still reflect the essential functions of the department. It is our expectation that every employee will offer their services wherever and whenever



necessary to ensure the success of the ESD's goals.

Equal Opportunity Employer

Northwest Regional Education Service District is an equal opportunity employer; committed to building an inclusive community and an environment free from discrimination, harassment, and retaliation. We are proud to be [an antiracist organization](#). We work to understand how racial ideology is manufactured and how it impacts the lives of our staff and those we serve.

Northwest Regional Education Service District is proud to be an antiracist, [Equal Employment Opportunity](#) and Affirmative Action employer. We are committed to ensuring diversity and inclusion in all aspects of recruitment, selection, and employment without regard to race, disability, gender identity/expression, sexual orientation, national origin, ethnicity, religion, veteran or military status, or any other category protected under the law.

Northwest Regional Education Service District is committed to providing reasonable accommodations in our recruitment procedures for individuals experiencing a disability. If you need assistance or accommodation due to a disability, please contact us at hrhelp@nwresd.k12.or.us. Persons who are deaf, hard of hearing, or have limitations in their speech may contact the district for assistance through the Oregon Telecommunications Relay Service at 1-800-735-2900.