STOCKTON UNIFIED SCHOOL DISTRICT

DIRECTOR K-12 INSTRUCTIONAL COACHING

DEFINITION
The Director K-12 Instructional Coaching develops, oversees, and manages the day-to-day operations of Stockton Unified School District instructional coaching program. The Director of K-12 Instructional Coaching is responsible for the overall direction, assignment, and evaluation of instructional coaches. The Director in this position assists the Assistant Superintendent of Educational Services in creating, implementing, coordinating, and communicating strategic initiatives that support the mission and vision of the school district and directs the development of innovative programs and initiatives throughout the district.

SUPERVISION RECEIVED AND EXERCISED
Receives general direction from the Assistant Superintendent, Educational Services and/or designee. Exercises direction, general supervision and evaluation over instructional coaches, certificated and/or classified staff assigned.

EXAMPLE OF DUTIES-(Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)

Work one on one with principals and instructional coaches as partners to grow their instructional leadership capacity. (E)

Model effective, innovative teaching and leadership practices and articulate vision for effective instruction; creating learning networks and inviting critique of own practice and reflecting upon it. (E)

Develop professional learning networks focused on growth as instructional leaders. (E)

Provide and broker professional development for principals based on individual and group learning needs. (E)

Collaborate with other Directors, Central Office Administrators, and Managers to share ideas to provide coherent support to principals by providing necessary resources to enhance the principals’ instructional leadership. (E)

Direct, plan and implement functions related to instructional coaching program towards the goal of increased student achievement. (E)

Direct, plan, coordinate, and facilitate professional development for coaches. (E)

Collaborate with site/district administrators to determine coaching services based on site/district priorities. (E).

Direct site/district staff in the implementation of an effective instructional coaching program through training, meetings, site-level support, and ongoing oral and written communication. (E)

Evaluate instructional coaches as outlined in collective bargaining agreement. (E)

Responsible for submitting recommendations to the Assistant Superintendent for the selection, retention, and assignment of K-12 Instructional Coaches. (E)

Responsible for the placement of K-12 Instructional Coaches at sites according to district policy; in coordination with district/site personnel. (E)

Provide and facilitate on-site coaching support to K-12 instructional coaches. (E)

Participate in the Professional Learning Community process at sites to support instructional coaching services. (E)
Responsible for monitoring coaching accountability system to assess impact of coaching services on student achievement to maintain compliance of categorical funded programs. (E)

Utilize both formative and summative assessments to evaluate the performance and effectiveness of K-12 Instructional Coaches. (E)

Engage in discussions with coaches to encourage reflection on effectiveness of instructional coaching practices. (E)

Model research-based instructional coaching strategies. (E)

Attend training to enhance existing knowledge of effective instructional coaching techniques. (E)

Utilize data from multiple measures to determine the impact of instructional coaching on student achievement. (E)

Participate in cooperative efforts by the school community in the assessment of educational needs of the school. (E)

Promote and encourage the professional growth of instructional coaches through personal counseling. (E)

Other related duties as assigned

QUALIFICATIONS

Knowledge of:
- Common Core Standards, curriculum, instructional practices, adult learning theory, cognitive, technical, and collegial coaching;
- Current research and trends relative to instructional coaching and professional development.
- Laws, rules, regulations and judicial decisions affecting the provision of services in all educational support program areas
- Principles of governmental budgeting and expenditure control
- Public information principles and techniques
- Principles of supervision, training and program administration
- Principles and practices of education administration
- Oral and written communication skills

Ability to:
- Communicate effectively through oral and written communication;
- Write reports and correspondence relative to the instructional coaching program.
- Present information and respond to questions from staff and members of the school communities;
- Define problems, collect relevant data, establish facts, and draw reasonable conclusions
- Apply knowledge of current research for effective instructional coaching programs
- Establish and maintain effective working relationships with colleagues, instructional coaches, district/site administrators, and the school community;
- Speak clearly and concisely in both oral and written communication;
- Perform duties with awareness of all district priorities and initiatives as per SUSD board policy.

Education and Experience:
Master’s degree or higher in related field; Minimum of five (5) years’ experience in an administrative/supervisory role. Must possess strong skills in working with individuals and groups. Previous experience as an Instructional Coach and professional development provider preferred.

License and/or Certificates:
- Valid Administrative Services Credential;
- Valid Multiple or Single-Subject Teaching Credential including English Learner Authorization.
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- Must possess a valid California Driver’s License and evidence of insurance.
- Valid First Aid and CPR certificates must be obtained within sixty (60) days from date of hire

WORKING CONDITIONS

Environment:
Office, school, and outside work setting
Frequent driving to District Office and/or other locations

Physical Demands:

Employees in this position must possess/have the ability to:
- Stand for extended periods of time;
- See for purposes of reading printed matter and performing essential functions with or without visual aids;
- Enter data into a computer terminal/keyboard and operate standard office equipment;
- Speak so that others may understand at normal levels and on the telephone;
- Hear and understand at normal levels and on the telephone with or without hearing aids;
- Stand, walk and bend over;
- Reach in all directions and grasp objects;
- Ability to push/pull up to 50 lbs. for short distances, using appropriate equipment;
- Lift and/or carry up to 30 lbs. at waist height for short distances.

Salary Placement
Management Salary Schedule
Tier 7, Range 2
($135,550.28 - $164,762.21)
12-month work year

Board Approval: 4/23/2019