



<b>Job Title:</b>	Instructional Coach
<b>FTE:</b>	Full-Time – 1.0 FTE
<b>Date Prepared:</b>	March 2026
<b>Salary Scale:</b>	Licensed Educator (adjusted for additional contact days) \$56,561 - \$87,968 min-mid annually
<b>Work Year:</b>	206 Contact Days/Year (1 Jul – 30 Jun)
<b>Exempt/Non-Exempt:</b>	EXEMPT
<b>Benefits Eligible:</b>	Yes
<b>Reports To:</b>	Executive Director
<b>Direct Report(s):</b>	Paraprofessionals, and others as assigned

## OVERVIEW:

The **Instructional Coach** is responsible for supporting a consistent quality of instruction through regular coaching, support with curricula and materials, and ensuring the timely assessment of every student. In addition to coaching in a non-evaluative role, this individual leads the site assessment process for state standardized testing, interim assessments, and progress monitoring efforts throughout the building. This role requires someone who is very detail oriented, organized, a strategic thinker or systems thinker and someone who sees themselves as part of a larger team in service to the school and students in accordance with the school's Mission, Vision and Values.

## ESSENTIAL DUTIES AND RESPONSIBILITIES:

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Specific duties are listed below; other duties may be assigned.*

- Acts as the primary Site Assessment Coordinator (SAC) for all district and state required forms of assessment and progress monitoring.
- Collaborates with Executive Director and Assistant Director to develop, implement and monitor the Unified Improvement Plan, Strategic Plan and goals as they pertain to K-8 instruction.
- Coaches teachers through a lens of the UIP and Strategic Plan goals to ensure goal fulfillment.
- Collaborates with administrators and teachers to support coherent and cohesive curriculum development and instruction.
- Develop, coordinate, and support Induction for new teachers.
- Serves as a member of the Emergency Response Team (ERT), the Instructional Leadership Team (ILT), and other committees as assigned.
- Assists Executive Director and Assistant Director with professional development to facilitate collaboration and cohesion across the K-8 school levels.
- Reports to the district and state as appropriate and required.
- Co-facilitates staff meetings and trainings as needed.
- Collects and provides data for student progress monitoring.
- Contributes to and participates in the MTSS process and MTSS meetings.
- Attends and facilitates necessary curriculum development and implementation and partners with curriculum providers to ensure timely training for staff.
- Participate in ongoing personal professional learning experiences as a means of enhancing the instructional, intervention, and assessment support provided to teachers. This includes participation in Cognitive Coaching and Adaptive Schools

- Supports development of innovative instructional skills through modeling, peer coaching and staff development.
- Facilitate conversations with individual teachers, grade level teams, whole staffs, and other groups, which may lead to coaching cycles, study groups, and PLC's.
- Assists in the development and support of the master schedule and additional curricular/extracurricular schedules which address school-wide goals and supervision.
- Participates in staff hiring, onboarding, and training activities as assigned/needed.
- Communicates and conducts conferences on student and school issues with Assistant Directors and Executive Director as needed.
- Monitors daily classroom instruction for quality teaching and student achievement and growth.
- Facilitates and collaborates on state and district testing requirements; assist in analysis of data.
- Attends relevant trainings which support curriculum and assessment information for Excel Academy.
- Serves as the administrative lead on the school's 504 Plan multi-disciplinary team.
- Works with the Director's Secretary to coordinate coverage during staff absences.
- Supports during staff absences, covers for teachers or specialists in exceptional circumstances.
- Trains, supervises, and evaluates the paraprofessional staff and others as delegated or assigned.
- Serves as the Administrator in Charge in absence of both the Executive Director and Assistant Director.
- Delegated to support student discipline on tertiary basis, after the Dean of Students, Assistant Director, and Executive Director.
- Other duties as assigned.

## **REQUIREMENTS:**

### **Education, Qualifications & Experience:**

- Bachelor's degree required; Master's degree preferred
- Teacher's license and previous leadership experience preferred. If candidate does not hold a Teacher's License through the Colorado Department of Education, candidate must have passing scores on the PRAXIS exam(s) accepted by the Colorado Department of Education for Elementary Education, Secondary Education, or other K-8 teaching endorsement area at time of application.
- Science of Reading Teacher Training as required by the Colorado READ Act required, Science of Reading Administrator Training encouraged
- Completion of Educator Evaluator Training (E-Train) as required by Colorado Senate Bill 22-070
- Cognitive Coaching training preferred
- Five or more years of teaching experience required; coaching and supervisory experience preferred
- Prior experience and formal training in Restorative Practices highly desired
- Experience with Project-Based Learning, expeditionary learning or similar inquiry-based educational model preferred
- Training in instructional coaching, mentorship, and facilitation of adult learners preferred.
- Demonstrated initiative and skills in the following areas: relationship and community building, communication, gifted and talented, curriculum development, creativity, problem solving, decision making and time management
- Current CPR, First Aid and AED certification required within 30 days of start

**Knowledge, Skills, Abilities and Attributes:**

- Demonstrated classroom implementation of best practices and instructional strategies with an emphasis in the areas of reading, writing and math.
- Knowledge of data analysis and data driven instructional planning.
- Demonstrated success in working with adult learners.
- Strong leadership skills.
- Ability to consult with and facilitate groups.
- Knowledge and ability to use and integrate technology to provide quality instruction with disposition and desire to learn new technology.
- Ability to help others make sense of and adjust to change.
- Flexibility and capacity for dealing with ambiguity.
- Ability to manage multiple projects and meet deadlines.
- Willingness to work a flexible schedule, school day, and school year.
- Demonstrated ability in interpreting assessment data collected from a variety of sources.
- Strong organizational and prioritization skills
- Strong self-starter; able to work with limited direction
- Excellent verbal and written communication skills required
- Resourceful in generating creative solutions to problems
- Ability to work collaboratively with a team
- Knowledge of recruitment and employment selection strategies
- Excellent written and oral communication.
- Ability to work collaboratively as a team.
- Ability to adhere to professional norms, use appropriate tone, express empathy, and use discretion.
- Resourceful in generating creative solutions to problems.
- Flexible and able to adapt to an ever-changing number of school/student needs and competing time demands.

**SPAN OF CONTROL:** Provides direct supervision and evaluation of assigned certified and classified staff, which may include instructional support staff and paraprofessionals, as delegated by the Executive Director. May coordinate and provide functional oversight for additional staff, students, and daily school operations, but does not serve as the building's chief executive.

*The physical requirements, mental requirements and work environment factors described below 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.*

**EQUIPMENT:** Classroom materials, computer (desktop/laptop/tablet) and communications technology equipment including software, interactive whiteboard, office equipment (copy machine, fax, etc.), e-mail, and voice mail.

**PHYSICAL DEMANDS:** Must have sufficient vision and hearing (with corrective devices) to observe and supervise students, review documents, and respond to emergencies throughout the school building and grounds. Specific vision abilities required by this job include distance vision, peripheral vision, depth perception, and ability to adjust focus. Requires frequent walking, standing, use hands to finger, handle, or feel; reaching with hands and arms, talking, hearing, tasting, smelling, and occasional climbing of stairs, as well as occasional lifting or carrying of materials up to 50 pounds. Ability to meet physical needs of students. Involves verbal and written communication, operation of standard office and instructional equipment, and occasional bending, reaching, sitting, climbing or balancing, stooping, kneeling, crouching

and crawling while performing administrative tasks. Must have sufficient mobility to be able to direct or lead students to safety in the event of an emergency or drill. There may be above average levels of activity at times that cannot always be anticipated.

**MENTAL FUNCTIONS:** Ability to read and comprehend curriculum, policies and procedures, standards, benchmarks, behavior plans, performance evaluations, and implementation strategies. Ability to make sound decisions on a day-to-day basis on appropriate communication with staff on safety concerns, student performance metrics, and tasks to meet strategic goals. Ability to evaluate and provide constructive feedback on both staff performance and student behavior. Demonstrates mature judgement in exercising appropriate supervision and expectations of staff and students. Ability to speak effectively before groups. While performing the duties of this job, the employee is regularly required to communicate and use interpersonal skills. The employee is frequently required to analyze, coordinate, compile, evaluate, synthesize, compute, instruct and negotiate. The employee is occasionally required to copy.

**WORK ENVIRONMENT:** Primarily working inside and around a K-8 school. Typical K-8 building contains classrooms, special education classrooms, offices, libraries, computer labs, science labs, bathrooms, storage areas, gymnasiums and kitchens. Outside areas include playgrounds, blacktop/concrete areas, parking lots, grassy areas, and access to open space. May be exposed to outside elements during activities such as carline duty, recess duty, drills, or field trips. The noise level in the work environment is moderate and may be noisy/chaotic at times. This employee is required to work in a variety of schools, office, playground and field trip settings.

**EQUAL EMPLOYMENT OPPORTUNITY:** Excel Academy is committed to equal employment opportunity for all qualified persons without regard to race, color, religion, ancestry, national origin, sex, sexual orientation, marital status, membership or non-membership in any organization, physical handicap, medical condition, or age, to the extent required by law. This applies to all employment practices including hiring, promotions, training, disciplinary action, termination, and benefits.