



MTSS: Instructional Coach (Building Based)

Position Summary

The MTSS (Multi-Tiered Systems of Support) Instructional Coach will work with teacher teams and individual teachers to review student learning data, analyze student work, lead teams in reflective practice, share with individual teachers and teams proven “best practices” for enhancing student learning, and assist building teams and staff with implementation of adoptions. Their focus is universal Tier I instructional academic support throughout the school.

Supervisory Relationship

This position reports to the building principal and works in collaboration with the Instruction Department.

Essential Functions

1. Demonstrates understanding of MTSS and evidence-based interventions at Tiers 1, 2, and 3. Models and coaches teams/staff on effective intervention strategies at each tier to increase school engagement in literacy and mathematics, with a focus on building systems of support, supporting the most recent adoptions, and working with staff to implement those systems in the following ways:
 - a. Developing their instruction aligned with district and state standards.
 - b. Designing assessment tasks that allow students to demonstrate understanding in a variety of ways.
 - c. Using data to give meaningful feedback and scaffold instruction.
2. Collaborates with district and school teams at each tier to provide ongoing professional development on culturally-responsive, trauma-informed interventions and universal supports.
3. Participates in the building MTSS team.
4. Coaches school teams at each tier on using data to inform instruction and research-based interventions.
5. Stays informed of current research regarding best practices in consultation and coaching.
6. Communicates effectively (both orally and in writing) with students, parents, and staff. Actively listens and confirms understanding of information exchanged.
7. Participates in a variety of professional meetings, workshops, and committees for the purpose of conveying and/or gathering information required to perform the functions of the position and remains knowledgeable of best practices and district guidelines.
8. Demonstrates leadership skills, including the ability to facilitate groups of adult learners, build relationships with staff, and facilitate conflict resolution when necessary.
9. Support educators directly using a coaching model that focuses on co-planning, modeling, co-teaching, and feedback. Implement strategies that include multiple

methods of assessment.

10. Prioritizes next action steps with teachers, utilizing the district-approved coaching model.
11. Models and/or co-teaches lessons for a specific purpose and/or targeted skills.
12. Provide staff and personalized professional development and ongoing coaching to educators in order to attain school and district goals utilizing the inquiry cycle.
13. Participate in ongoing professional development and coaching through a “trainer of trainers” model.
14. Participate in regular collaboration with other Instructional Coaches.
15. Maintain accurate, complete, and confidential records as required by federal and state law, district policy and administrative regulations.
16. Follow district and school policies, procedures, rules, regulations, and guidelines, and the provisions of the contract and exercise professional judgment when acting in the absence of a covering guideline or policy.
17. Maintains regular and prompt attendance.
18. Performs other duties as assigned.

Required Knowledge, Skills and Abilities

1. Ability to work effectively and collaboratively with diverse students, staff and community populations.
2. Strong knowledge and experience working with our newly adopted curriculum(s)
3. Maintains the integrity of confidential information relating to a student, family, colleague or district patron. Uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.

Minimum Qualifications

Education

- Bachelor’s degree in Education or closely related field; and,
- Valid Oregon teacher’s license with appropriate grade level/subject area endorsements.

Experience

- Four (4) years of classroom experience (preferred) reflecting the skills shown above.
- An equivalent combination of education and/or experience equaling seven (7) years will be evaluated. However, there will be no substitution for licensure.

Work Environment

Duties are performed in an office environment, training environment, and in schools.

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Pay Grade	Licensed Salary Schedule

Approved by Karen Hardin, Director of Human Resources
Last revised

Employee Statement

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (Print) Date

Employee Signature Date

MTSS Coach: Social/Emotional/Behavioral • Job Description • Eugene School District 4J Page 3

Eugene School District 4J is an equal opportunity/affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act

MTSS Instructional Coach: Building-Based • Job Description REVISED 4/5/23 • Eugene School District 4J

Eugene School District 4J is an equal opportunity/affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act