

Instructional Coach

Role

Serves as the school's teacher support specialist, providing individualized coaching, professional learning, and instructional guidance to improve teaching effectiveness and student outcomes.

Authority Level

Supports and enhances classroom instruction by delivering job-embedded coaching, facilitating professional development, and ensuring instructional alignment with curriculum and state standards. Acts as a peer leader and instructional resource under the direction of the Academic Director.

Responsibilities

Teacher Coaching and Support

- Provide individualized, non-evaluative coaching to teachers to improve instructional practices
- Support teachers in implementing evidence-based strategies, differentiation techniques, and classroom management systems
- Assist struggling teachers through targeted mentoring and support plans in coordination with the Academic Director and School Administrator
- Guide lesson planning, model best practices, and co-teach as needed to improve instructional delivery
- Collaborates with the Academic Director, SPED/ELL Coordinator, and Special Education Teacher, to support teachers with inclusive practices and effective implementation of Section 504 Plans, IEP accommodations, and differentiated instruction.
- Delivers professional development on compliance, documentation, and accommodation fidelity, and models effective strategies through coaching and classroom support.

Professional Learning Facilitation

- Facilitate Professional Learning Communities (PLCs) focused on collaboration, instructional improvement, and student achievement
- Design and lead professional development aligned with schoolwide instructional priorities and teacher needs
- Promote a culture of continuous learning and reflective teaching through coaching cycles and collaborative inquiry

Curriculum and Instructional Alignment

- Collaborate with the Academic Director to develop and maintain curriculum pacing guides, instructional frameworks, and lesson design tools

- Ensure that classroom instruction aligns with curriculum maps, Arizona State Standards, and the adopted scope and sequence
- Evaluate and refine formative and summative assessments to ensure alignment with instructional objectives and academic benchmarks
- Support content-area teachers in deepening their curriculum knowledge and improving lesson quality

Data-Driven Instruction and Research-Based Strategies

- Assist teachers in using student data to inform instructional decisions and intervention plans
- Support staff in progress monitoring and formative assessment techniques to adjust instruction in real time
- Research, promote, and model evidence-based instructional methods that support high levels of student engagement and mastery

Reporting Structure

Reports To: Academic Director

Collaborates With: Humanities Teachers, STEM Teachers, Instructional Tutors

Provides Input To: Academic planning, professional development initiatives, and schoolwide instructional practices

Note on Instructional Coaching Support (Year 1): The Instructional Coach position will be introduced in Year 2 of school operations. Until that time, the Academic Director will assume all instructional coaching responsibilities, including teacher support, professional development, and instructional oversight. The Academic Director will also lead and support the transition of responsibilities to the incoming Instructional Coach to ensure continuity, consistency, and alignment with ALA's instructional vision.

Instructional Coach – Minimum Qualifications

(One Position Beginning Year Two)

Note: This position does not begin until year two. The Academic Director assumes these responsibilities in year one.

Education

Bachelor's degree or higher in Educational Leadership, Curriculum & Instruction, Elementary Education, Early Childhood Education, or a related field

Valid Fingerprint Clearance Card

Valid CPR/First Aid Certification

Experience

Required: Minimum of 1 year of full-time PK–12 teaching experience in a public, charter, or private school

Preferred: Demonstrated experience supporting other educators in formal or informal roles, such as:

- Mentoring a colleague or student teacher
- Leading a grade-level or department team
- Presenting at a professional development session
- Facilitating or actively contributing to a Professional Learning Community (PLC)

Critical Skills

Instructional Knowledge

- Ability to develop and support standards-aligned lesson plans
- Understanding of evidence-based strategies, student engagement techniques, and instructional differentiation
- Familiarity with inclusion models and support for ELLs, SWDs, and other diverse learners

Coaching & Support

- Demonstrated experience or potential to conduct non-evaluative coaching cycles, co-teach, and model best practices
- Skilled in providing reflective feedback and building trust with peer educators
- Ability to support instructional improvement without supervisory authority

Assessment & Data Use

- Proficiency in using formative, benchmark, and summative assessments to guide instruction
- Experience in interpreting and applying student data to adjust lesson plans and support intervention strategies
- Familiarity with SIS/LMS tools (e.g., PowerSchool, Google Classroom) for monitoring progress

Inclusion & Compliance Support

- Working knowledge of how to support IEPs, 504 Plans, and ELD strategies within general education classrooms
- Experience with MTSS implementation or targeted intervention planning
- Demonstrated ability to help teachers differentiate for struggling students

Professional Learning

- Experience or capability in facilitating PLCs, leading or co-leading PD sessions, and mentoring new teachers
- Ability to track and support teacher growth using logs, planning tools, or implementation checklists

Technology Integration

- Proficiency in using and supporting teachers with instructional technology and digital platforms

Soft Skills (Verified through references or interviews)

- Collaboration: Ability to work in teams, co-plan, and co-lead with other educators
- Communication: Clear and professional verbal and written skills, as observed in interviews and application materials
- Coaching Mindset: Non-judgmental approach to peer support and adult learning
- Organizational Ability: Consistent follow-through using planning tools, coaching logs, and time management strategies