



Job Title: Learning Coach
Department: Assigned School
Reports To: Assigned Principal
FLSA Status: Exempt
Salary Schedule: TT (Teacher on Special Assignment Level 1)

SUMMARY

The primary responsibility of the Learning Coach is to provide targeted coaching, based on individual, team, and school-level goals for increased student learning, active learning behaviors, and student well-being. According to the Utah State Board of Education, [April 2020, Instructional Coaching Resources](#): “As part of the instructional team led by the principal, an instructional coach is expected to spend their work time engaged in tasks that directly impact teachers in improving student learning outcomes. The Learning Coach provides administrative assistance to the assigned school administrator. As such, an instructional coach should not be asked to serve as an evaluator, substitute teacher, clerical aide, behavioral therapist, guidance counselor, interventionist, contest leader, or any other assignment that disrupts their ability to support teachers to improve instructional practices.” Individual school needs and extenuating circumstances may necessitate adaptation of these guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Provide customized mentoring support for new teachers based on their Individual Learning Plan.

Help teachers and teams use data, observations and video to identify their current reality.

Help teams/teachers set and reach powerful, emotionally compelling, student-centered goals.

Provide modeling and checklists to help educators acquire effective instructional practices.

Gather student and teacher evidence to help teachers systematically implement those practices.

Work with their principal to set and communicate school wide goals for learning and teaching, along with a coaching plan and schedule to accomplish those goals.

Create and implement a coaching schedule that provides targeted support for new & veteran teams.

Work with teams to support the WCSD [Team Learning Process](#).

Provides support and resources to teachers aligned with their individual and school goals/needs.

Facilitates analysis of student work to help teachers/teams differentiate instruction for all students.

Guide study groups and professional development, utilizing research and text study.

Acts as liaison between WCSD District Office and assigned school.

Assists new teachers and mentors by coordinating peer coaching efforts to meet their individual needs and goals.

Connects Entry Years Enhancement (EYE) Program efforts and activities to specific school goals.

Communicates with the WCSD Entry Years Enhancement Coordinator and disseminates information at school level.

Performs multitask operations while remaining flexible and positive with the demands and assignments of the job without losing sight of the mission, task, or assignment; works within flexible time schedules.

Attends mandatory training activities as outlined in District Policy 1120.3.1.2, including, but not limited to, Summer Learning Coach Academy, District Peer Coaching Seminar, Learning Coach Forums, and regularly scheduled Learning Coach meetings.

As outlined in District Policy 1120.3.1.3, spends approximately 75% of their time coaching new and veteran teachers, meeting specific teaching needs of the individual teachers and PLC teams through use of research-based coaching strategies.

Maintains regular attendance and punctuality which are critical in order to complete the day to day tasks of this position. As outlined in District Policy 1120.3.3.2, the workday for the assignment is 8 hours for a 1 FTE assignment.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities unless otherwise specified by the school principal.

KNOWLEDGE, SKILLS, ABILITIES, AND 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. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Ability to read, write, and communicate effectively in English at a level required for successful job performance.

Must sustain involvement with long-term projects and assignments.

Works effectively with a myriad of teachers, administrators, parents, PTA, and various outside groups.

Must be a self-initiated learner while sustaining a high energy level, demonstrating professionalism, and maintaining credibility.

Acknowledges and utilizes the skills and expertise of others; maintains a high expectation for self and others.

Ability to read, analyze, and interpret technical journals and legal documents. Ability to respond to common inquiries or complaints from parents, community, and staff members. Ability to effectively present information to parents, community, and students.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variable situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

A minimum of a Bachelor's Degree required. Must have successfully completed a minimum of 3 years general classroom teaching experience. Candidates with WCSD teaching experience are preferred.

Must be a teacher in good standing with no documented performance or conduct concerns within the past three years per WCSD policy 1120.3.1.

CERTIFICATES, LICENSES, REGISTRATIONS

Active Professional level Utah Teaching License. ESL Endorsement would be beneficial.

As per the Utah State Board of Education, completion of LETRS training is required for all elementary learning coaches.

Starting in the 2023-24 school year, completion of the USBE Instructional Coaching Endorsement and WCSD Teacher Leader Endorsement are recommended within the first 3 years of service in this role.

PHYSICAL DEMANDS *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.*

While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: Professional Development Department		Date: 12/6/2007
Approved By: Executive Director, Human Resources		Date: 12/7/2007
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Position Management Specialist
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Position Management Specialist
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Position Management Specialist
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Assistant Director
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Assistant Director
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: Executive Director, Elementary Ed
		Date: 6/11/2007
		Date: 5/8/2012
		Date: 3/14/2016
		Date: 4/7/2021
		Date: 2/14/2023
		Date: 1/21/2026

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	