



Victoria Independent School District–Job Description

Job Title/Position:		Department/Campus:	Supervised By/Reports To:	
Campus Instructional Coach		Assigned Campus	Campus Principal	
Pay Scale:	Pay Grade:	Employment Term (days):	FLSA Exemption Status:	Date Revised:
Teacher	Based on Experience	197	Exempt	March 2025

Primary Purpose:

Ensure high levels of student learning by using data and content expertise to develop and deliver ongoing professional development, lead instructional planning, provide ongoing coaching and teacher support, and serve as a model teacher and a member of the campus leadership team.

Qualification Guidelines:

Education/Certifications:

Bachelor's degree
Valid Texas teaching certificate
Master's degree in curriculum or content area (preferred)

Experience:

Five years of recent successful classroom teaching experience (preferred)
Experience in successfully leading professional development experiences (preferred)

Special Knowledge/Skills/Abilities:

Expertise in content and instructional delivery
Thorough knowledge of the state accountability system
Strong coaching, data analysis and action planning skills
Ability to develop and deliver quality professional development with implementation support
Excellent organizational, communication, public relations, and interpersonal skills

Supervisory Responsibilities:

None

Mental/Physical/Environmental Demands:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours; frequent districtwide travel; occasional weekend and evening hours will be required

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; communicate effectively and professionally at all times; excellent interpersonal skills are necessary for this position, including collaborative problem solving and decision-making skills.

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Major Responsibilities and Duties:

Leadership

1. Assume leadership responsibilities as an active member of the Instructional Leadership Team (ILT) and support the campus leadership team with strategic planning, maximizing learning time, and aligning instructional strategies with school-wide objectives.
2. Participate in the IC Summer Institute, the School Planning Institute to support the development of the school priorities and plan.
3. Support teacher and student growth and the achievement of performance goals through ongoing progress monitoring in collaboration with administration.
4. Understand, embrace and model the district’s mantra of “One Team, One Voice” assuring alignment between campus instructional practices and district curriculum goals.
5. Support district and campus initiatives and events by building and maintaining productive relationships with all staff, attending all required meetings, communicating district and campus expectations, and monitoring the implementation of district and campus initiatives

Data-Driven Coaching & Feedback

6. Conduct weekly walk-throughs for all assigned teachers to monitor the delivery of rigorous instruction and student learning.
7. Provide teachers with evidenced-based feedback evidenced-based feedback for reinforcement and refinement, including action steps to strengthen areas of refinement.
8. Align feedback and support with TTESS goals based upon specific areas of needed growth. Goals are monitored and reviewed in collaboration with administrators
9. Assist administrators in the development, and support of teachers.
10. Facilitate change in teacher practice through demonstration, model, and co-teach lessons that support PLC connections, student growth, and/or effective practice using the *See It, Name It, Do It* coaching framework; provide real-time feedback during coaching sessions designed to support teacher growth.

Data Collection/Analysis/Distribution/Communication

11. Demonstrate a deep understanding of the state accountability system and is able to successfully communicate and apply the principles of state accountability in all areas of work.
12. Create assessments, quizzes, and exemplars resulting in actionable data collection used to assess the effectiveness and impact of instructional practices, materials, and resource usage (traditional/digital) on student growth.

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13. Prepare and deliver data reports to the campus administrative team within 48 hours of data submission and leads data analysis and action planning discussions during leadership team meetings.
14. Lead teachers in data analysis protocols and data tracking to identify teacher, grade level/department and school strengths and needs; formalize discussions and actions for improvement; share artifacts with campus leadership and appropriate district staff during grade level planning.
15. Lead the campus in implementing the District MTSS model and oversee the implementation of academic intervention and accelerated instruction programming.

Adult Learning and Professional Development

16. Design/develop weekly PLCs and regular professional development sessions focused on adult learning in alignment with teacher and student growth and performance goals, campus and district priorities, current data, and input from the leadership team.
17. Continuously monitor teacher and student performance to ensure the successful implementation of professional learning content and recommend adjustments to the campus plan when changes are needed.
18. Submit and maintain records of all PLC documents including agendas, attendance records, and make-up sessions.
19. Train staff in high impact instructional strategies, including differentiation strategies designed to meet the needs of students served through special programs including gifted/talented, emergent bilingual, special education and McKinney Vento.

Leading Data-Driven Instructional Planning

20. Leads campus teams in lesson planning focused on standards alignment and teacher internalization.
21. Ensure that planning consistently reflects the district’s instructional planning protocol and aligns with district expectations; support planning by procuring resources and having them readily available and confirm that instructional plans are archived and accessible.
22. Use formative data (warm-ups, daily student work, exit tickets, etc.) and summative data (quizzes, unit assessments, benchmarks, etc.) to inform planning based on student learning.
23. Serve as a content expert and resource by providing access to materials and research-based instructional methods to all teachers, including technology-based instructional resources and reports.
24. Ensure lesson plans include strategies designed to meet the needs of all students.

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Teaching Responsibilities

- 25. Serve as a model teacher on campus and meet campus expectations for high level instruction.
- 26. Work directly with students for a minimum of 90 minutes daily.
- 27. Demonstrate improved student outcomes with assigned students.

Professional Development and Growth

- 28. Develop a professional goal and a student outcome goal based on analysis of the school improvement plan and goals, self-assessment results, and feedback/input from the principal and central office.
- 29. Make thoughtful and accurate assessment of his/her effectiveness in all assigned areas, including the extent to which goals and outcomes are achieved.

General

- 30. Support and advance the district’s vision of “Achieving Excellence for All” on campus and in the community.
- 31. Participate in professional organizations.
- 32. Be present and on time.
- 33. Maintain confidentiality.
- 34. Adhere to federal, state and district laws, policies, regulations and requirements.
- 35. Perform other duties as assigned.

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