

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR I - ACADEMIC COACH**

#### **GENERAL STATEMENT OF JOB**

Under the supervision of the Regional Superintendents, a team of academic coaches contributes to the development, coordination, implementation, and on-going evaluation of all content areas in the Guilford County Schools. They support the Regional Superintendents Superintendent, Regional Executive Directors, Principals, Curriculum Facilitators, and Teachers in all instructional initiatives. Also, the Academic Coaches assist the Curriculum and Instruction and Organizational Development divisions with staff development programming.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Works with teachers and curriculum facilitators to implement a coherent curriculum aligned with state and national standards.

Promotes use of consistent instructional framework and research-based strategies.

Helps build assessment systems that are aligned with curriculum and instruction priorities.

Ensures that human, financial, and material resources are aligned to support coherence.

Leads professional development for teachers and curriculum facilitators in literacy, math, and other content areas as needed or identified by building level Principal/Regional Superintendent.

Designs, implements and evaluates school and district staff development in concert with district initiatives.

Works with Regional Superintendents to develop a data profile for assigned schools.

Helps staff secure, analyze, and interpret data for promoting instructional improvement.

Supports principals, teachers, and teacher leaders in using data at the school level.

Serves as liaison with the Assessment and Evaluation division and the schools in securing relevant data.

Develops and models mastery lesson plans.

Makes regular classroom visits to support instructional improvement.

Provides feedback to teachers and staff regarding implementation issues.

## **COORDINATOR I – ACADEMIC COACH**

Serves as coach working with staff to improve their practice.

Works with staff and schools to address learning needs of all students.

Coordinates with other departments, offices, and organizations to best serve student needs. Provides customized professional development to meet unique student needs and support differentiated instruction.

Participates in regular professional development to improve knowledge and skills.

Joins Regional Superintendents in cross-functional training to build instructional capacity.

Attends and presents at local, state, and national conferences.

Serves as a liaison with colleges, universities, and educational partners to build capacity.

Obtains specialized certification and attends trainings on various district initiatives to assist teacher, curriculum facilitators, and principals in implementing programs with fidelity and accuracy.

Know the curriculum, district policies, rules, regulations, and guidelines pertaining to their position, and follow them conscientiously.

Plans for professional growth opportunities for teachers, curriculum facilitators, and/or principals by providing them with research based strategies and best practices to meet student needs.

Models the use of technology as an enhancement to student and staff learning.

Serves as an instructional leader of the region by ensuring the adherence to rigorous and relevant academic standards.

Monitors regional and district student achievement and follows up on plans to increase student proficiency.

Engages the community and school partnerships to foster learning (academic information, family nights, town hall meetings, etc.).

Attends and/or facilitates appropriate professional learning community meetings and assists with development of these teams as needed.

Coaches others to achieve professional, building, and district goals.

Assists the principal with the development and facilitation of the School Improvement Plan with the guidance of the Regional Superintendent and Executive Director.

Attends Professional Learning Communities (PLCs) and assists teams of teachers/curriculum facilitators in collecting and analyzing student performance data.

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### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in Education, Master's degree in Education preferred, 3-5 years of experience as a teacher, with program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must possess a teaching certificate from the State of North Carolina. Must possess a valid North Carolina driver's license

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, calculators, cellular phones, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments, or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control, and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

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**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics, statistical inference, and statistical theory.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width, and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Masterful knowledge of literacy or mathematics curriculum and best practices.

Highly developed presentation skills.

Knowledge of effective staff development models that lead to increased student achievement.

Excellent oral and written communication skills.

Considerable human relations and human development skills.

Demonstrated leadership ability.

Good technical skills with technology and presentation tools.

Ability to use common office machines and popular computer driven word processing, spreadsheet and file maintenance programs.

Ability to collect and analyze statistical data.

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Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to plan and evaluate strategies for improving instruction.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

Knowledge of applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks.

Knowledge of curriculum, instruction and assessment processes.

Knowledge technology and computer software applications relative to instruction and administration.

Establish and maintain cooperative and supportive relationships with students, school personnel, district personnel, parents, co-workers, and the public.

Analyze a variety of student data and provide meaningful interpretation for regional leaders.

Conduct demonstration lessons and non-evaluative classroom observations, and provide support to teachers using the coaching cycle.

Maintain confidentiality, as appropriate.

Design effective lessons and interventions in collaboration with classroom teachers to support student needs.

Work independently with appropriate direction.

Analyze situations accurately and adopt an effective course of action as they pertain to working with adults in the coaching process and professional development.

Use tact, patience and courtesy when dealing with people.

Use initiative and judgment in discussing problems with the public and District staff, involving office practices and policies.

Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

Travel to sites throughout the region on a regular, on-going basis.

Arrange and adhere to schedules and timelines.

## **COORDINATOR I – ACADEMIC COACH**

Experience working effectively with culturally and linguistically diverse groups.

Knowledge of organization, operations, policies and objectives of public education.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.