

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: INDUCTION SUPPORT COACH

GENERAL STATEMENT OF JOB

Under the supervision of the Executive Director-Induction and Success, the Induction Support Coach contributes to the development, coordination, implementation, and on-going evaluation of the Right Start beginning teacher initiatives in the Guilford County Schools. Position supports all beginning teachers who are required to participate in a three-year induction period with a formal orientation, mentor support, and additional observations and evaluation prior to the recommendation for continuing licensure. Position also coordinates support for new teachers through principals, induction coordinators, mentors, and academic coaches. Also, the Induction Support Coach coordinates with the Division of Academic Improvement and the Division of Curriculum and Organizational Development to provide continuous professional development during the three years of initial licensure.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Works with principals and induction coordinators to create coherent mentor and buddy support in each school

Promotes use of consistent instructional framework and research-based strategies

Ensures that human, financial, and material resources are aligned to support new teachers

Leads professional development for induction coordinators, mentors, and beginning teachers

Designs, implements, and provides the state required ten (10) Day Lateral Entry Training

Designs, coordinates, and implements the state required new teacher orientation.

Creates and sends monthly newsletters to all first year Beginning Teachers (BTs)

Coordinate mentor training for the district

Supports school-based seminars for new teachers through induction coordinators

Designs, implements and evaluates school and district staff development for new teachers in concert with other school leaders

INDUCTION SUPPORT COACH

Coach new teachers

Help promoting instructional improvement by providing support to new teachers

Supports principals, induction coordinators, and mentors in the development of new teachers

Serves as liaison with Human Resources and the schools in helping new teachers understand initial licensure requirements

Makes classroom visits to support instructional improvement of new teachers

Provides feedback to new teachers regarding instructional delivery and classroom management

Works with new teachers to address learning needs of their students

Coordinates with other departments, offices, and organizations to best serve new teacher needs

Provides customized professional development to meet unique needs of new teachers

Participates in regular professional development to improve knowledge and skills

Joins 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 for new teachers

Coordinates with the Director of Employment to provide the GCS Teaching Fellows Orientation

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters degree in education and/or proven record of excellence as a classroom teacher for a minimum of four years, value-added data, portfolio of student achievement results, and experience as a presenter in staff development programs.

INDUCTION SUPPORT COACH

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, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, 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, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, 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;

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 and statistical inference.

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

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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: Does not require 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 curriculum and best practices.

Highly developed presentation skills

Knowledge of effective staff development models that lead to the successful development of effective teachers

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

Ability to plan and evaluate strategies for new teacher development

INDUCTION SUPPORT COACH

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

Ability to work with adult learners

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.