

## GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

### **JOB TITLE: SPECIALIST I – NEW TEACHER SUPPORT COACH**

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

Under the supervision of the Executive Director - Induction and Professional Development, 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 beginning teachers through administrators, lead mentors, mentors, and academic coaches. Also, the Induction Support Coach coordinates with 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**

Designs, coordinates, and facilitates the state-mandated Beginning Teacher Orientation – both summer and monthly make-up sessions.

Monitors the hiring of Beginning Teachers to assure state and local policies are followed with regard to orientation, induction and evaluation.

Works with administrators and lead mentors to create coherent mentor and buddy support in each school.

One-on-one coaching of beginning teachers on the GCS Instructional Framework and classroom management.

Facilitate a BT coaching cycle that includes observation, feedback, reflection and goal setting as well as providing social and emotional support.

Plan and lead the state-required 10-day Residency License Orientation to new hires monthly

Creates and leads professional development for lead mentors, mentors, and beginning teachers including, state-mandated mentor training, school-level beginning teacher seminars and district-level customized professional development to meet the unique needs of new teachers.

Supports administrators, lead mentors, and mentors in the development of beginning teachers.

Serves as liaison with Human Resources and the schools in helping beginning teachers understand the process for obtaining continuing licensure in North Carolina.

Works with beginning teachers to address learning needs of their students through classroom

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observations and conferences.

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

Participates in regular professional development to improve knowledge, skills, and build professional capacity.

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

Serves as a liaison with Institutions of Higher Education and other educational partners such as New Teacher Support through UNC General Administration and TFA to build capacity for beginning teachers.

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

Provides specialized services to local Priority and Turnaround schools with additional on-site support and professional development for beginning teachers and other teachers in need identified by administration.

Ensures that all beginning teachers maintain state required professional files through regular reviews during their first three years of teaching.

Facilitates Mentor Teacher of the Year (MTOY) and Rookie Teacher of the Year (RTOY) nomination and selections processes.

Maintains master list of trained mentors in GCS and strategically plans mentor training to meet individual school needs.

Maintains a log of all teacher and school visits and routinely uses data from the log to determine professional development needs or strategically plan the work of the department.

Maintains leveled and specialized model classrooms at the Laughlin Professional Development Center.

Performs other related work outlined by the State Board of Education Policies regarding Beginning Teacher Support Program.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **Exceptional Children Induction Support Coach – if applicable**

Duties Specific to Exceptional Children (EC) Induction Coach working with Beginning EC teachers.

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Works with Exceptional Children Program Administrators and other EC Department Administrators specifically in order to address explicit needs of beginning EC teachers.

Ensures the interpretation and implementation of required policies and procedures affecting students with disabilities for supporting teaching and learning.

Emphasizes the use of data to support instruction, educational decisions, and implementation of student IEP goals.

Attends meetings and participates in EC specific trainings to assist beginning EC teachers with changes and requirements for teaching students with disabilities.

Collaborates and performs as liaison with Induction and Success department to address needs of exceptional children in beginning teachers' classrooms.

### **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.

### **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,

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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.

**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.

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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.

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.