

ACADEMIC SUPPORT COACH

DEFINITION:

Under the direction of the school site principal and the Director of Categorical Programs & Grants, the Academic Support Coach will provide assistance to school sites in developing students' academic skills through courses of study and implementing district approved curriculum; addressing specific educational needs of students; providing feedback regarding student progress, expectations, goals, and activities.

QUALIFICATIONS:

Credential

Valid California Teaching Credential
CLAD and English Learner Authorization code (ELA1) or equivalent
Reading or Math Specialist Preferred

Experience

Five (5) years of public school teaching experience. It is desirable that the experience be with students in lower socioeconomic environments, and that the teacher possesses skills in teaching lower quartile achieving students.

Education

An advanced degree is desirable.

DISTINGUISHING CHARACTERISTICS:

Skills

Specific skill based competencies required to satisfactorily perform the functions of the job:
Instructional skills; adhering to safety practices; operating equipment used in a classroom setting; including: computer planning and managing projects; preparing and maintaining accurate records; and using pertinent software applications.

Knowledge

Perform and read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities; concepts of grammar and punctuation; safety practices and procedures; and stages of child development.

Ability

Is required to schedule activities, meetings and/or events; gather, collate, and/or classify data; and use job related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: time management, adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the District's services.

ACADEMIC SUPPORT COACH (continued)**TYPICAL DUTIES AND RESPONSIBILITIES:**

- Strong ability to disaggregate data from multiple sources and determine instructional goals from the data.
- Assesses students' progress for the purpose of providing feedback to students, parents and administration.
- Collaborates with a variety of parties to support instructional planning.
- Instructs students using appropriate interventions for the purpose of improving their academic success.
- Prepares teaching materials and a variety of manual and electronic documents, files and records.
- Researches a variety of topics for the purpose of obtaining knowledge and/or information to utilize in the classroom setting and to share with other instructional and/or non-instructional staff.
- Supports teachers for the purpose of providing assistance, guidance, training, and/or aid to colleagues.
- Supports second language learners for the purpose of students acquiring English and literacy skills through appropriate strategies, activities, and material selection.
- Coordinates and facilitates staff development based on instructional needs as determined by data.
- Attends conferences and professional meetings and disseminates information to staff.
- Is a member of the School Instructional Leadership/Professional Learning committee
- Participate in regular RTI meetings.
- Provide targeted reading instruction to identified student groups during differentiated academic support time.
- Develops schedules for differentiated academic support for grade level instructional groups, interventions during and beyond the school day, and for bilingual and Title I instructional aides.
- Organizes and maintains Title I instructional materials/resources for sites.
- Maintains compliance records regarding progress monitoring as directed.
- Attends school Title I meetings, district program monitor meetings, and English learner advisory committee (ELAC) meetings, and other meetings as requested.
- Performs other related duties, as assigned, for the purpose of ensuring student achievement.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

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.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.