



ACADEMIC COACH

ACADEMIC SUPPORT COACH

JOB DESCRIPTION

JOB TITLE: Academic Support Coach
REPORTS TO: Director of Innovation
LOCATION: Education Support Services
Campus Based

FLSA STATUS: Exempt
PAY GRADE: ADM-02
DAYS: 215
JOB ID & DATE: ADM-31 | May, 2022

Science | Reading | CLDE | Math | STEM | Gifted | MTSS | SPED | SPED Compliance

JOB PURPOSE SUMMARY

Model lessons and facilitate instructional strategies and planning for teachers and small groups of teachers in content and program areas.

REQUIREMENTS

Education Level Details

Bachelor Degree required
Master Degree in education preferred

License / Certification Required

Colorado Teaching License in subject area specified
CLDE and ReadAct Preferred

Work Experience Required

Minimum of three years of experience as a teacher
Minimum of three years of successful leadership experience preferred

Other Skills and Abilities Required

Demonstrated leadership skills
Ability to problem solve, think critically and manage conflicts
Ability to collect, analyze and use multiple sources of data
Strong organizational, and strategic planning skills
Strong communication and interpersonal skills
Strong interest in urban education and driving improvement in student achievement
Work collaboratively to build consensus while also delivering exceptional results
Ability to inspire, manage and collaborate with a wide variety of internal and external stakeholders at all levels
Be flexible, resilient and adaptable to changing priorities
Knowledge and expertise in writing grants

FUNCTIONS, ESSENTIAL DUTIES AND RESPONSIBILITIES

Major Responsibilities

- Utilize a variety of methods to improve teaching , i.e., coaching, monitoring data, focused dialogue, collaborative planning, action plan implementation, providing professional development.
- Provide targeted feedback to teachers regarding classroom instruction and student achievement.
- Assist in the implementation of the district curriculum, initiatives, and strategies through classroom coaching and data analysis.
- Facilitate Professional Learning Communities (PLCs) with a strong focus on lesson internalization, student work analysis and data driven instruction.
- Develop, implement and evaluate short/long-term content-based and instructional-based action plans.
- Identify areas of needed improvement in classroom instruction.
- Monitor campus and classroom student data and identify areas of improvement for instructional focus. Use this information to provide individual support to teachers.
- Serve as an instructional liaison between district departments and campus personnel.
- Provide leadership and facilitation of vertical and horizontal instructional planning and meetings among grade-levels and/or departments with teachers.
- Collaborate with campus staff to facilitate systemic change and sustainability of district initiatives

Instructional Professional Development

- Collaborate with school leadership and district personnel to develop professional development based on campus identified needs or based on curriculum components.
- Arrange professional development activities for all teachers in the school or in the district, as needed
- Provide job embedded professional development to teachers and monitor implementation of development.
- Attend district provided or facilitated professional development, to include evenings and weekends as needed.
- Maintain professional development in content areas, knowledge and expertise, identify current trends, and provide current information to content area teachers to inform instruction.

Professional Development

- Collaborate with school leadership and district personnel to develop professional development based on campus identified needs or based on curriculum components.
- Arrange professional development activities for all teachers in the school or in the district, as needed
- Provide job embedded professional development to teachers and monitor implementation of development.
- Attend district provided or facilitated professional development, to include evenings and weekends as needed.
- Maintain professional development in content areas, knowledge and expertise, identify current trends, and provide current information to content area teachers to inform instruction.

CONTENT SPECIFIC RESPONSIBILITIES

English Language Development (ELD)

- Provides technical assistance and consultation to assigned school(s) concerning professional development and resource needs for implementation of the ELD plan, K-12 biliteracy program, English language development instruction scaffolding and sheltering English instruction, literacy instruction, and Spanish as a native and foreign language.
- Provides support and guidance for strategies and methods for biliteracy development and English Language Development to serve emerging bilingual students.
- Assists the staff and administrators to monitor, refine, and promote the ELD plan and the K-12 biliteracy program within the school, with parents/guardians, and in the greater community.
- Supports the process to identify emerging bilingual students at all grade levels, including review of students to monitor progress.
- Assist teachers to develop and provide emerging bilingual students with appropriate instruction through curriculum modification, acceleration, adaptation, etc.
- Supports continuing evaluation of the bilingual and ELD program and implement changes based on findings.

Humanities Curriculum

- Provides support in the development, implementation, and coordination of curriculum and instruction in Social Studies.
- Coordinates with CLDE, Gifted and Talented, 504, and Special Education to ensure social studies activities and learning goals are aligned with the needs of all students.
- Reviews curriculum to ensure balance in viewpoints.

Ed-Tech / STEM Curriculum

- Oversee the establishment of K-12 STEM curriculum alignment to the State of Colorado established standards.
- Monitors the implementation of STEM curriculum and data tracking to ensure student success and high school/college readiness.
- Conducts Needs Assessments to determine short and long range projects, insights on curriculum, schedule, infrastructure, evaluation, communication, policies, professional development, and other areas.
- Establish STEM administrative flowchart, expectations, budget, and timelines.

Science Curriculum

- Provides support in the development, implementation, and coordination of curriculum and instruction in Science.
- Develops learning lab protocols.
- Provides leadership and direction for the Multi-tiered Systems of Support related to science curriculum.
- Coordinates and Leads the district Science Fair.

Gifted and Talented Curriculum

- Oversee and provide educational services to gifted students.
- Develops, manages and oversees the provisions of The Exceptional Children's Education Act (ECEA) and the Comprehensive Program Plan (CPP) by coordinating with other content areas and personnel to provide instruction, counseling, coordination and other programming for gifted students.
- Determine and consistently monitor and manage the licensing and endorsement levels of educators supporting gifted students.
- Develops and implements research-based procedures for identifying gifted and talented students.
- Develop professional development activities.
- Applies for grant funds to offset costs.

Special Education Instruction

- Provide instructional coaching for all special education staff including special education teachers, related services and paraprofessionals.
- Participate in on-going professional learning provided through Adams 14, as well as professional learning that is collaboratively determined by the special education leadership team.
- Coordinate with district departments and community resources.
- Develop a deep knowledge of special education law including federal and state legislation and case law.
- Assist in the implementation, professional development, and monitoring as the district instructional model continues to evolve

Special Education Compliance

- Schedules, or assists in scheduling, IEP meetings and notifies parents of the IEP meeting, including distributing of IEP calendar to appropriate IEP Committee members in a timely fashion; ensures that Individual Transition Plan elements are completed in the applicable cases; notifies all appropriate school personnel of IEP meeting/IEP schedule changes.
- Ensures that federal/state timelines are met with respect to functions of IEP Committee meetings: requests for additional assessments and required timelines set by IEP Committee.
- Monitors IEP paperwork completed by campus personnel; completes and submits IEP paperwork within 72 hours of the meeting.
- Completes required documentation and reports required by the special education department by due dates (e.g. transportation forms, extended service year (ESY) forms, October snapshot, etc).
- Maintains current state assessment rosters and submits referral sheet (additional testing, re-evaluation, etc.) including those for related services. Maintains communication between assessment personnel and related service providers.
- Maintains systematic communication between special and general education personnel with respect to IEP meetings and decisions, IEPs, student accommodations, and instructional concerns and progress.
- Completes appropriate IEP supplements and collects appropriate data (i.e., ESY regression, individual educational plan (IEP), behavior improvement plan (BIP, etc.).
- Follows end of year procedures and submits appropriate summer program student recommendations.
- Assists campus administrators in maintaining compliance with all federal, state and local policy as it applies to students with disabilities.

- Maintains thorough documentation regarding any significant concerns with IEP committee procedures.
- Attends special education department staff meetings and relevant staff development.

Multi Tier Support Systems (MTSS/RTI)

- Supports with district and school staff to develop, implement, monitor, and evaluate district-wide MTSS systems and evidence-based practices within an MTSS framework.
- Coaches and mentors educators to ensure consistent use of MTSS practices for addressing academic and behavioral needs of students through tiered instruction/interventions, Student Support Teams (SSTs), and MTSS processes.
- Supports professional development to enhance and improve system-wide MTSS implementation.

SUPERVISORY RESPONSIBILITIES

May be required to supervise paraprofessional staff

PHYSICAL REQUIREMENTS/WORKING CONDITIONS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl.. The employee must regularly lift and/or move up to 40 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The Employee may be required to work from a remote location in the event of a district shut-down or other event.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee Printed Name: _____

Employee ID Number: _____

Signature: _____

Date: _____