

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: ACADEMIC COACH/INSTRUCTIONAL SPECIALIST

DEFINITION: Under the supervision of the Director of Curriculum and Special Projects, and in coordination with the site principals, builds subject matter content knowledge and pedagogical skills, provides training and support to staff in the implementation of effective instructional practices in defined subject matter areas for the classroom teacher. The Academic Coach/Instructional Specialist coaches and mentors teachers within the guidelines of District policies and procedures, State standards and programmatic requirements.

ESSENTIAL FUNCTIONS: Duties may include, but are not limited to the following:

- Coach teachers to support closing the achievement gap, and accelerating and sustaining student achievement, creating opportunities for teachers to collaborate across grade levels and sites
- Support the full and effective implementation of the adopted defined subject matter (for example: math, language arts, science . . .) instructional materials through classroom observation, individualized feedback, demonstration lessons, co-teaching, and facilitation of site-based grade level and/or department meetings
- Support grade-level teams and/or departments in the implementation of standards-based curriculum maps, scope and sequences, assessment and pacing guides, and common assessments, including formative assessments
- Support grade-level teams and/or departments in the implementation of intervention programs
- Work with the Director of Curriculum and Special Projects in the identification, design, dissemination, implementation, and evaluation of promising/best practices and models in the defined subject matter instruction to enhance student learning and professional development
- Develop tools and resources that support quality instruction in the defined subject matter and facilitate analysis of student achievement data to modify instruction
- Establish and maintain collaborative and supportive internal and external partnerships that support accelerated and sustained student growth and achievement in mathematics
- Plan and facilitate leadership initiatives designed to build teacher capacity as instructional leaders
- Support classroom/site/district initiatives related to language, culture and underserved populations as they impact mathematics instruction
- Design professional development activities, conduct meetings and presentations, facilitate work group activities
- Research, interpret, analyze, report, and utilize data and evaluating process and resources
- Utilize multi-media to integrate technology into the classroom and Lesson Study processes
- Provide training and support for classroom teachers for effective program implementation in order to maximize student learning. This training and support may include, but is not limited to:
 - Analyzing student needs and providing strategies for differentiated instruction
 - Developing standards based lessons and individual learning plans
 - Implementing the core curriculum
 - Implementing effective classroom management in order to maximize student engagement
 - Facilitate peer observation and coaching
 - Facilitate effective collaboration for grade level teams, departments, and school staff
 - Conduct demonstration lessons and non-evaluative classroom observations for coaching purposes
- Perform other non-instructional duties as assigned, according to District policies and procedures

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- Maintain professional competence through participation in in-service education activities provided by the District and other professional growth activities, keeping informed of best practices and trends
- Participate in district committees as appropriate
- Attend regular trainings and meetings as designated by the Director of Curriculum and Student Projects
- Participate in faculty meetings and committees, as needed or assigned
- Assist in maintaining program design that has been approved by the Board of Education
- Adhere to compliance requirements for program implementation
- Act as a liaison for their assigned program with principals, assistant principals, and counselors from other schools and community
- Report school achievement data to staff, parents and the principal, as appropriate
- Perform other program-related duties as may be assigned by the District or school site administrator and/or designee

QUALIFICATIONS:

Knowledge of:

- Coaching teachers in developing models that support effective teaching strategies, with a focus on differentiation
- Professional development theory and effective instructional practices
- Applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks
- Curriculum, instruction and assessment processes
- District policies and procedures that govern program and curriculum
- Technology and computer software applications relative to instruction and administration
- California Standards for the Teaching Profession
- Previous experience working effectively with culturally and linguistically diverse groups
- Organization, operations, policies and objectives of public education
- District goals as outlined in Local Education Agency Plan
- California Content Standards, and educational issues and trends

Ability to:

- Adapt to changing work environment and/or priorities; being attentive to detail; meeting deadlines and schedules; working with constant interruptions; and working under time constraints
- Understand and carry out complex oral and written directions
- Act independently and make minor decisions based on established procedures
- Perform research, compiling information from a variety of sources
- Ability to communicate verbally with administrators, staff, students and the community in situations requiring tact, diplomacy, and discretion
- Deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, and firmness
- Learn and interpret specific rules, laws, and policies and apply them with good judgment in a variety of situations
- Work well independently and as part of a team
- Establish and maintain cooperative relationships with those contacted in the course of the work
- Maintain confidentiality
- Effectively plan for the differentiated needs of students

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- 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 school staff
- 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 to support student needs
- Facilitate meetings and professional development
- Communicate effectively in the English language both orally and in writing
- Meet schedules and timelines
- 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 technology and computer software applications as appropriate to the work environment
- Use tact, patience and courtesy when dealing with people
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Arrange and adhere to schedules and timelines
- Model norms of behavior that reflect high expectations for colleagues and students
- Travel to various location within the tri-county area
- Work flexible hours

EDUCATION AND EXPERIENCE:

- Bachelor's degree from an accredited college or university
- Five years of professional teaching experience
- Outstanding and/or highly satisfactory evaluations
- Strong subject matter content knowledge and ability to apply it to teaching and learning
- Verifiable experience coaching and modeling instructional lessons for teachers and creating professional development
- Verifiable experience facilitating groups and conducting professional development in the defined subject matter
- State approved training in core curriculum

LICENSE OR CERTIFICATE:

- Valid California teaching credential authorizing service in the area of responsibility
- CLAD/BCLAD certification
- Possession of a valid California Driver license

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PHYSICAL REQUIREMENTS: *of this position are, but not limited to the following:*

Ability to:

- Sit for extended periods of time
- Stand in one area for extended periods of time
- Stand and walk for extended periods of time
- Ascend and descend steps
- See for the purpose of observing accuracy of reports and documents
- Hear and understand speech at normal levels
- Communicate so others will clearly understand normal conversation
- Communicate using the telephone and radio
- Push/pull, squat, turn, twist, bend, and stoop
- Lift and carry 20 lbs.
- Reach in all directions
- Think clearly and rationally to solve problems, use good judgment and make sound decisions
- Perform the essential functions of this position in an accurate, neat, timely fashion
- Ability to meet the travel requirements of this position

WORKING CONDITIONS:

Classroom working environment subject to sitting at a desk for long periods of time, walking and/or standing for extended periods of time, bending, crouching, or kneeling at files, pushing/pulling of file drawers, reaching in all directions, and prolonged periods of time working at a computer terminal.

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District adheres to the provisions of the Americans With Disabilities Act regarding reasonable accommodation procedures.