

SECONDARY ACADEMIC COACH**DEFINITION:**

Under the direction of a District Coordinator and/or a school site administrator, to provide peer coaching (consultation, staff development, and academic support) to 7-12 teachers and Professional Learning Communities (PLC) teams to promote students' academic achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide staff development, mentoring, modeling, and coaching in all aspects of academic and instructional achievement
- Assist teachers in implementing research based instructional practices and intervention materials
- Develop collegial coaching relationships with teachers with various levels of experience and/or knowledge
- Observe classes and provide feedback to teachers.
- Support all phases of PLC collaboration among teachers at school sites with focus on the four PLC questions: What do we want students to know? How do we know that they have learned? What do we do if students don't learn? What do we do if students learn more than anticipated?
- Act as a resource for teachers by providing instructional materials, demonstration lessons, and technological support
- Analyze achievement data and provide analysis and support for site and PLCs in the cycle of inquiry (data team) for formative and summative assessments
- Coordinate teacher walkthrough (instructional rounds) at school sites
- Assist site personnel with ongoing assessment and review of student progress
- Assist teachers in the analysis of students' work and assessments
- Attend trainings/in-services for academic coaches and site staff
- Meet regularly with the site administrators
- Attend regular academic-coach meetings with District staff
- Track and record progress of the academic coaching program
- Collaborate with other academic coaches

QUALIFICATIONS:**Knowledge of:**

Current research-based practices; differentiation strategies to meet the academic needs of diverse student populations including English learners and students with disabilities; techniques and methods for peer coaching to improve students' academic achievement.

Ability to:

Assist the site administrator in planning and organizing a coaching program; communicate effectively, both orally and in writing; establish and maintain effective coaching relationships; analyze problems/issues and utilize appropriate strategies; understand and carry out directions with minimal assistance; utilize technology as a means for various communications, recordkeeping, and data collection/analysis.

Experience:

Minimum of three years of successful secondary teaching, including knowledge of and training in the unique needs of educationally disadvantaged and English Learner students. Recent training and

experience (minimum 2 years) in coaching/mentoring, such as Support Provider, Master Teacher, Program Specialist, Curriculum Leader, Teacher Leader or Resource Teacher.

Education:

Bachelor's degree from an accredited college or university; Master's degree from a State accredited college or university, desirable.

Physical Performance Requirements:

Frequent standing or walking much of the time with some sitting, bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California teaching credential in multiple subjects; an English Learner authorization and valid California driver's license.

Board Approved: September 8, 2009

Board Approved: June 10, 2014

Board Approved: May 14, 2015