

**TITLE I INTERMEDIATE PEER COACH****DEFINITION:**

Under the direction of the Title I school site administrator, to provide peer coaching (consultation, staff development, and instructional support) to 7-8 teachers and school site teams to promote students' academic literacy.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provide staff development, mentoring, modeling, and coaching, with focus on research-based instructional practice
- Assist teachers in implementing new instructional strategies and intervention materials
- Observe classes and provides feedback to teachers
- Support collaboration among teachers at school sites
- Act as a resource for teachers and provides instructional materials
- 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 peer coach and site staff
- Meet regularly with the site administrator; assists in coordinating the site professional development plan
- Attend monthly peer coach meetings with District Staff
- Track and record progress of the peer coaching program and site staff development program
- Collaborate with other District Title I coaches

**QUALIFICATIONS:****Knowledge of:**

Current research-based practices in teaching; differentiation strategies to meet the academic needs of diverse student populations; techniques and methods for peer coaching to improve students' academic achievement

**Ability to:**

Assist the site administrator in planning and organizing a peer coaching program to complement the professional development goals of the site; 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 intermediate school teaching, including knowledge of and training in the unique needs of educationally disadvantaged and English Learner students. Recent training and experience in coaching/mentoring, such as Support Provider, Master Teacher, Program Specialist, and/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/Certificates:

Valid California teaching credential in a single core subject: math, English, science, or social science; English Learner authorization; NCLB compliance for the single core subject; valid California driver's license.

Board Approved: September 8, 2009