AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**SPECIALIST ACADEMIC COACHING SECONDARY STEM**			FLSA STATUS:	**EXEMPT**
PAY GRADE:	**PRF 4**	DUTY DAYS:	**226**	DATE REVISED:	**04/10/2025 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS

A Bachelor's degree from an accredited college or university in a directly related field is required. A valid Texas teaching certification is preferred. A minimum of three (3) years of successful experience in education is required. This position requires content knowledge in STEM (Math, Science, Engineering, and Technology. Experience collaborating with campus leadership and teachers, in a leadership role, is required. Experience in evaluation and analysis of assessment and accountability data, development and delivery of professional learning, and coaching experience is required. A Bilingual/Spanish speaker is preferred.

SKILL REQUIREMENTS

This position requires a deep knowledge of the Texas Essential Knowledge and Skills (TEKS). This position requires the knowledge of curriculum design and implementation and the ability to write curriculum with embedded support that align with the Professional Pathway for Teachers (PPfT) Instructional Practice Rubric. This position requires a working background in both instructional best practices and in teaching students with varying needs. Experience in directing or leading activities and the ability to foster strong relationships with campus staff, leaders, and District administration is required. This position requires the ability to design and facilitate research-based professional learning with a focus on effective classroom implementation to meet student needs. The ability to coach adult learners effectively, using the PPfT instructional expectations to increase student achievement is required. Knowledge of student data systems and the ability to analyze student data from progress monitoring tools used for intervention support is essential. This position requires the ability to communicate effectively using a variety of media, work cooperatively with others as a team, organize and maintain records, manage time and resources effectively and efficiently, and provide and receive constructive feedback.

JOB PURPOSE AND RESPONSIBILITY

This position is responsible for developing and maintaining a rigorous and aligned curriculum and collaborating with campus staff to reflect and refine curriculum resources and implementation. This position is responsible for collaborating with Associate/Assistant Superintendents, Executive Directors, Directors, multiple District departments, campus principals, and campus instructional coaches to evaluate campus implementation of the District instructional framework, including the Professional Pathways for Teachers (PPfT) Instructional Practice expectations. This position is responsible for analyzing data collected through teaching and learning and providing both prompt reflection/support and feedback to campus personnel. This position will provide coaching support and guidance for campus-based professional learning communities (PLCs) to provide responsive professional learning and support for campuses; support instructional practice and classroom management techniques for teachers; collaborate with staff to develop effective individual student intervention strategies in both academics and behavior; analysis, and evaluation of data; monitor the effectiveness of campus support efforts and outcomes; and coordinate support across campuses, vertical teams, and the District.

ESSENTIAL FUNCTIONS

Curriculum Development & Support

- Develop and implement support of rigorous and aligned curriculum including model lessons, interventions, extensions, and formative assessments that support student mastery and ownership of learning, differentiated

and personalized instruction, and culturally responsive content and pedagogy.
- Revise and refine curriculum materials and create supplemental resources to support the implementation of TEKS-aligned curriculum
- Strengthen and deepen content knowledge, instructional practice, and coaching skills on an ongoing basis.

Coaching & Professional Learning
- Design and deliver research-based professional learning in a variety of formats, that include effective instructional practices, are based on data, and aligned with campus and department needs.
- Develop training materials to support job-embedded professional learning.
- Provide implementation support, coaching follow up, and regular feedback aligned with the PPfT instructional practice expectations that increases teacher effectiveness and improves campus and District performance. Coaching and support must align to the PPfT Instructional Practice expectations.
- Support campuses with the creation of systems to check for understanding, collect, analyze, and reflect on data to identify critical needs and work collaboratively and make real-time adjustments to instruction.
- Deconstruct TEKS, facilitate and design TEKS-aligned lessons and resources, and collaborate with campus grade-level teams, and PLCs on systems and structures that promote student agency and choice in learning.
- Support ongoing growth and development of AISD teachers through designing and delivering professional learning, ongoing coaching, and submission scoring and feedback to teachers in the Leadership Pathways program.

Data Analysis
- Understand assessment and accountability implications as well as state, local, and federal laws.
- Develop and provide feedback on TEKS-aligned assessment items.
- Analyze campus observation and feedback data in order to identify patterns where instructional support, professional learning, and coaching are needed.
- Review and analyze disaggregated data to assist development of response plans and interventions.
- Assist campuses in analyzing data in order to establish goal setting for students in a proactive manner using student information systems to inform tiered interventions for students.
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Instructional Support
- Assist in the coordination of a multi-tiered system of supports to ensure equitable access to address the needs of all students.
- Support the ongoing collaboration around refining district-adopted and internally created resources to provide relevant and timely strategies to teachers, coaches, and administrators in collaboration with the Offices of Human Capital and School Leadership, and other district departments.
- Collaborate with the Office of School Leadership to establish and implement protocols for campus site visits in order to gather instructional data.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Standard office equipment including computer and peripherals

Posture: Frequent sitting, standing,

Motion: Frequent walking, frequent driving, repetitive hand motion

Lifting: Frequent moderate lifting and carrying (less than 45 pounds)

Environment: Office, may work irregular hours; occasional prolonged hours; district-wide travel

Mental Demands: Maintain emotional control under stress, work with frequent interruptions

PERSONAL WORK RELATIONSHIPS

Incumbent will have regular contact with AISD administrators, staff, and the general public. Incumbent is expected to maintain a positive and effective relationship with employees and supervisors, as well as communicating effectively with colleagues. This position reports directly to the assigned Director and works in collaboration with the Office of School Leadership. Incumbent will support Executive Directors, Directors, and principal(s) to assess, plan, and implement appropriate supports as requested. Incumbent will participate in ongoing observation, feedback, and coaching of teachers including informal walkthroughs and feedback forms to provide suggestions, guidance, and assistance as appropriate or necessary. This position will provide regular guidance for a variety of levels and stakeholders in Austin ISD.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	