

DeKalb County School District

Position Specification

Title: **Coach, Academic**

DIVISION: School-Based

GRADE: E Schedule

DEPARTMENT: School-Based

WORKDAYS: 190

REPORTS TO: Principal

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): December 1, 2021

General Statement of Job

Under general supervision of the Principal, the Academic Coach (AC) will utilize data to support staff in developing and improving learning opportunities for students. Provide coaching support for elementary, middle or high school teachers in core classes. Coach will ensure that student achievement data drives instructional decisions at the classroom and school level.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned. Tasks and responsibilities will be in concurrence with Title I, Part A/SIG/Title II, Part A, and Race to the Top (RT3) and implementing the Strategic Plan.

<ul style="list-style-type: none">• Supports teacher growth in implementing the curricula and instructional initiatives to enable achievement for all students through regular classroom observations and teacher feedback sessions
<ul style="list-style-type: none">• Provides collaborative support to teachers through problem solving, modeling lessons, scheduling opportunities for peer observations, and conducting mini-training sessions
<ul style="list-style-type: none">• Aids in blending content knowledge and knowledge of differentiated instruction for all teachers. Support teachers by sharing materials and strategies to meet the needs of all students
<ul style="list-style-type: none">• Develops and prioritizes intervention goals, based upon data disaggregation process to generate solutions
<ul style="list-style-type: none">• Tracks student achievement data, maintain and organize student achievement data in an effort to make timely and appropriate decisions about curriculum assessments and instruction as it relates to Title I, Part A/SIG/Title II, Part A, and Race To the Top (RT3)
<ul style="list-style-type: none">• Facilitates and organizes the quarterly assessment process as well as the regrouping of students and determination of tutoring needs based on students' mastery

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<ul style="list-style-type: none"> • Collaborates with school leaders and meets regularly with the leadership team to design, implement, align, and assess school change initiatives to ensure alignment and focus on intended results to improve student growth and achievement
<ul style="list-style-type: none"> • Monitors student achievement to ensure that every child is making adequate progress
<ul style="list-style-type: none"> • Communicates all student progress with parents, staff, other school leaders, and district
<ul style="list-style-type: none"> • Performs other duties as assigned

Education and/or Experience

Bachelor's degree from a Professional Standards Commission approved accredited college or university required. Prior coaching experience is preferred.

Minimum of (3) years classroom teaching or closely related experience is required.

Certificates, Licenses, Permits: Valid Professional Standards Commission approved certificate at level T-4 or above in a core certification area.

Knowledge, Skills & Abilities

Knowledge of curriculum guidelines for DCSD and state requirements; formative and summative assessments required by district and state; and school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill in effective oral, written, and interpersonal communication; coordinating and collaborating with departments to establish and execute responsibilities; computer skills including electronic mail, record keeping, word processing, spreadsheets, student data management systems, internet navigation and related software applications; and management skills gained through multi-tasking and coaching.

Ability to plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; uses relevant computer applications; prioritizes tasks; and manages multiple assignments simultaneously.

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

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Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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