

Title: Academic Coach

Qualifications:

1. Maintains a valid Massachusetts DESE teacher certification that is appropriate for the grade level and subject area assigned. (Bachelor's degree or higher from an accredited college or university.)
2. Highly Qualified as per Massachusetts Department of Elementary and Secondary Education (DESE).
3. Minimum of 5 or more years of successful classroom teaching experience
4. Experience in development, preparation, and presentation of professional development
5. Working knowledge of local and state assessment instruments and related curriculum
6. Ability to interpret, implement, model and disseminate research-based best practices in instruction.
7. Proven ability to relate to a variety of constituencies, including but not limited to: administrators, parents, teachers, students, other school staff and visitors.
8. Possesses good communication skills, both verbal and written.
9. Demonstrated aptitude or competence for assigned responsibilities.
10. A sense of humor and a proven ability to work in a polite and friendly manner with all staff members, students, and with the larger educational community.
11. Such alternative to the above qualifications as the school department may find appropriate and acceptable.

Reports To:

Academic Coordinator

Job Goals:

1. Improve student performance by promoting best practices in a specific content area or areas to PPS staff.
2. Provide professional development and guidance for teachers to improve their assessments, content knowledge and effective delivery of instructional strategies.
3. Provide a safe and supportive educational environment for all.

Performance Responsibilities (include but are not limited to):

1. Promotes a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
2. Guides the learning process toward the achievement of curriculum standards and establishes clear objectives which reflect these standards for all lessons, units, and projects.
3. Supports district strategic plans and individual school improvement plans.
4. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
5. Assists the administration in implementing all policies and rules governing student life and conduct.
6. Meets regularly with appropriate Academic Coordinator and principal(s) and as needed with SPED/Title I Director.

7. Promotes and facilitates research-based best practices in curriculum, instruction, and assessment that are aligned with professional and state standards.
8. In consultation with the Academic Coordinator, plans and conducts and/or assists with professional development including in-service, teacher study groups/PLCs, and staff/department meetings.
9. Analyzes and reports student achievement data in conjunction with administrative staff and data teams. Conducts data analysis and engages in discussion with teachers to inform differentiated instruction with special educators, Title I teachers, and EL teachers.
10. Creates and/or modifies curricular and assessment materials to facilitate district-wide alignment of instructional and assessment practices.
11. Collaborates with the Academic Coordinator and principals regarding the purchase of instructional materials for teachers and students and assists in the management and distribution of these resources.
12. Reads new material, attends conferences, and collaborates with other instructional coaches to continually learn more about best practices in curriculum, instruction, and assessment and communicates all pertinent information.
13. Conducts embedded professional development during the school day to demonstrate and support effective instructional practices, including conducting demonstration lessons, observing lessons, supporting planning, and providing mentoring to classroom teachers and specialists.
14. In conjunction with the Academic Coordinator, captures and highlights effective teacher practices and student successes using a variety of media platforms and models the integration and use of technology.
15. Collaborates with the intervention team and staff to coordinate and integrate curriculum, instruction, intervention, and service delivery models that support best practices in content-area instruction.
16. Participates in before and/or after school activities as possible.
17. Establishes and maintains confidential relationships with teachers.
18. Establishes and maintains cooperative relationships with others.
19. Establishes and maintains open lines of communication with students, colleagues, and parents concerning both the broad academic and behavioral progress of assigned students.
20. Performs other related tasks and assumes other related responsibilities as may from time to time be as assigned by the Principal and/or Program Manager.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

Terms of Employment:

Per current academic coach contract. (EAPC/ unaffiliated)

Evaluation:

Performance of this job will be evaluated annually in accordance with the provisions of the EAPC teacher contract on the evaluation of teachers.

Salary:

Per current EAPC/unaffiliated contract

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Revision Plymouth School Committee:

Information: December 18, 1995

Discussion: December 18, 1995

Approved: December 18, 1995

Plymouth School Committee - Updated

Information: ----

Discussion: ----

Approved: ---