

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: Academic Coach, 9-12

Department: Instruction

Date: May 2018

Reports To: Director of Curriculum and
Instruction, 9-12 & Principal

Grade: Teacher Schedule

Purpose of Job

The purpose of this job is to provide leadership in developing, achieving and maintaining quality educational programs and services to improve student achievement.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Provides direct service to classroom teachers.

Works and conferences with teachers in their respective classrooms to improve the quality of instruction.

Works with new teachers to ensure their success during the first few years of teaching.

Observes teachers to determine ways to improve instruction.

Models teaching techniques, skills and new concepts.

Assists classroom teachers in selecting instruments for assessing learner needs.

Provides tips in classroom management and discipline as needed.

Consults and works with staff to coordinate and teach the total curriculum.

Provides follow-up for teachers who have participated in professional development activities to assure skills are implemented with quality and fidelity in the classroom.

Analyzes student performance data and makes recommendations for remediation and enrichment.

Academic Coach, 9-12

Assists classroom teachers in identifying learner needs and makes recommendations to meet those needs.

Assists teachers in making modifications for identified student learning problems.

Assists in the development, selection, revision and dissemination of curriculum and materials.

Supports and evaluates district wide professional development activities.

Recommends and orders curriculum materials.

Provides information to teachers both individually and through workshops on current research in education.

Conferences with supervisors regarding professional development of staff to enhance the quality of instruction.

Collaborates with principals, consulting teachers and other instructional coaches to coordinate the implementation and sustainability of reform initiatives and their impact on instruction.

Plans and directs professional development training to teachers in the following areas:

- success on state-mandated tests, state content standards, and student performance standards
- problem based learning, small learning communities, and college and career academies
- instruction of technology
- literacy
- standards-based classroom instruction

Maintains a daily log of activities and makes it available to appropriate persons.

Develops and maintains a curriculum library.

Makes referrals to other professional staff members.

Serves part time as one of the following:

- Classroom teacher
- Academies coach
- Secondary RTI coach

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Minimum five years successful experience in classroom.

Master's degree preferred.

Knowledge of Job

Candidate must have considerable knowledge of the policies, procedures, and activities of the school system and instructional practices as they pertain to the performance of duties relating to the Academic Coach. Candidate must have capability to develop and implement long-term goals in the effective operation of the school system. Candidate knows how to keep abreast of any changes in statutes, policies, procedures and methods as they pertain to public education. Candidate is able to effectively communicate and interact with subordinates, supervisors, members of the general public and other groups involved in the operation of the school system. Candidate is able to assemble information and make written reports and documents in a concise, clear and effective manner. Candidate has good organizational, management, interpersonal and technical skills. Candidate is able to use independent judgment and discretion in interacting with classroom teachers, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and ten pounds of force frequently. Physical demand requirements are at levels of those for active work.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION:

Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to curriculum and instruction. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques and to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals, multiply and divide, determine percentages; determine time and weight, and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions, and procedures. Must be adaptable to performing under stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

Academic Coach, 9-12

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date