

ADMINISTRATOR INDUCTION PROGRAM COACH

Definition:

To implement high-quality support and assistance to participating beginning administrators enrolled in the Administrator Induction Program.

Distinguishing Characteristics:

Working with the Administrator Induction Program Director, initiates and coordinates coaching with candidate through regular contact, assessments, and observations.

Supervision Exercised and Received:

Overall program direction is provided by the Administrator Induction Program Director. Administrative direction provided by the Deputy Superintendent of Instruction. Supervisory responsibilities may include directing classified staff as assigned.

Examples of Duties and Responsibilities:

Duties and responsibilities may include, but are not limited to, the following:

- Assist candidates in formulating an Individual Induction Plan to use as a guide and basis for support and assessment;
- Coach, observe, and provide feedback to beginning administrators;
- Guide and assist candidates in making initial self-assessment;
- Facilitate yearly meetings with candidate and their supervisor;
- Honor confidentiality;
- Hold 2 meetings per month with candidate (minimum of 2 hours each);
- Participate in ongoing dialogue with candidate via phone, email, Taskstream;
- Utilize proven coaching approaches;
- Serve as support by securing information, contacts, and other resources as requested and appropriate;
- Respond in a timely manner between coaching sessions;
- Honor demanding schedule of a school administrator offering services on site whenever possible;
- May attend between 3 and 6 seminars per year with candidate;
- Attend monthly coaching meetings (face to face or virtual- 2 hours each);
- Attend up to 4 days of Coaching training per year;
- Participate in ongoing coach formative assessment which includes self-assessment, goal setting, peer reflection and problem solving.

Employment Standards:

Knowledge of:

- The qualities of effective administrators and the California Professional Standards for Educational Leaders (CPSELs) and California Standards for the Teaching Profession (CSTP),
- California Academic Content Standards and State-adopted curriculum frameworks
- Legal policies and obligations for teaching English Learners and special population students including special education and alternative settings
- Developmental phases of beginning administrators.
- Authentic assessment and willingness to engage in formative assessment processes, including reflective conversations about formative assessment evidence with participating administrators

Ability to:

- Understand, speak, write and read English fluently and effectively
- Train, model and coach administrators on effective strategies
- Establish open, supportive relationships among adults and children
- Express ideas and concepts clearly and concisely in both oral and written forms
- Establish and maintain cooperative and professional working relationships with individuals and groups
- Motivate, challenge, and guide others in the improvement of educational programs
- Represent the County Office in a professional, positive manner
- Use good judgment when working with internal and external clients
- Maintain and improve professional skills and knowledge
- Be flexible and receptive to change.

Computer Skills:

- Ability to utilize the computer in collecting and reporting progress

Education and Experience:

Education:

- Valid and current Clear Administrative Services Credential.

Experience:

- A minimum of four (4) years of full time successful educational leadership experience (ie. site administrator, district administrator, county office of education administrator, etc.)
- Evidence of successful formal or informal mentoring relationships. Demonstrated success as a leader with the ability to share knowledge and understanding about effective leadership practices to others.
- Demonstrated commitment to personal professional growth and learning and willingness to participate in professional training to acquire the knowledge and skills needed to be an effective coach V
- Variety of educational leadership experiences and training leading to knowledge of current educational initiatives and key educational issues and challenges.

Physical Demands:

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.

(Note--Terms used in this section are defined as follows: Rarely--1 to 10%; Occasionally--11 to 33%; Frequently--34 to 66%; and Continuously--67 to 100% of the work day.)

- Sitting: Frequently
- Standing/Walking: Frequently
- Waist Bending: Occasionally to Frequently
- Neck Bending: Occasionally to Frequently

- Squatting: Occasionally
- Climbing: Rarely
- Kneeling: Occasionally
- Crawling: Rarely
- Neck Twisting: Occasionally to Frequently
- Waist Twisting: Occasionally
- Pushing/Pulling: Rarely
- Reaching:
 - Above Shoulder: Occasionally
 - Below Shoulder: Frequently
- Lifting/Carrying:
 - 0-10 lbs: Frequently
 - 11-25 lbs: Rarely
 - 26-50 lbs: Rarely
 - 51-75 lbs: Rarely
 - 76-150 lbs: Rarely
- Hand Activities:
 - Repetitive Hand Use: Occasionally
 - Simple Grasping: Frequently
 - Power Grasping: Occasionally
 - Fine Manipulation: Rarely
 - Hand and Arm Twisting/Turning: Occasionally to Frequently
 - Computer Operation/Writing: Frequently

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids
- May be exposed to chemicals contained in cleaning products
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Possess or obtain, upon employment, a valid California Driver's License

Application Procedure:

Interested individuals are invited to submit a resume and letter of interest describing qualifications and experience to Anna Moore, Regional Director, Sonoma County Office of Education, 5340 Skylane Blvd. Santa Rosa, CA 95403 or via email to amoore@scoe.org. Qualified applicants will be contacted to set up interviews.