

## **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](mailto:amoore@scoe.org). Qualified applicants will be contacted to set up interviews.