

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: EQUITY COACH**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, performs a variety of tasks to assist in coordinating the successful implementation of diversity initiatives, programs, and curriculum as aligned with North Carolina Standard Course of Study. Employee should be well skilled in making effective oral presentations before large groups of people. Employee is able to effectively express ideas orally and in writing, and possesses skill and background in developing program and training content in as appropriate to facilitate district needs. Employee coordinates the delivery of professional development opportunities for assigned school personnel as it relates to diversity strategies and techniques for assessing and increasing student achievement. Employee assists in developing multi-cultural strategies for instruction, participates in the implementation of these strategies, and assists administrators with evaluating the effectiveness of diversity initiatives. Reports to appropriate supervisor.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Assist teachers and administrators in developing multi-cultural instructional content for improving overall student achievement; provide data analysis, instructional strategies, and various tools to aid in the instructional process and improve outcomes for underrepresented populations.

Establish baseline data around equity practices and set annual goals to be progress monitored throughout the year. Frequently report goal progress to principals and the Equity Office. Provide a staff report to the Board of Education annually.

Coach teachers at turnaround schools in developing a culturally responsive approach to providing instruction and support to all students.

Collaborate with schools' leadership teams and/or professional learning communities, to identify goals and objectives for coaching and technical support to lead to improved student outcomes, leadership development, and support for closing achievement gaps.

Review and analyze student and school and classroom data on a daily basis to track disparities and disparate outcomes to help drive development of appropriate preventions and interventions.

Make regular classroom visits to evaluate culturally responsive instructional pedagogy and equitable classroom management with all teachers and staff.

## **EQUITY COACH**

Work with individual teachers to address specific instructional challenges and to support the development of teacher-student relationships.

Engage in collegial coaching with school administrators and staff to help identify and implement successful equity focused practices leading to closing achievement gaps.

Coordinate and/or provide professional development for school staff including culturally responsive and unbiased pedagogy and strategies for working effectively with diverse students and families.

Assist with the overall training support for diversity initiatives and programs at both schools and develops strategies for improvement; coordinates the delivery of ongoing and strategic staff development opportunities.

Provide coaching support for working with African-American males utilizing standards promoted through the pilot project--Achieving Educational Excellence for African-American Male Students.

Meet with principals of turnaround schools to provide feedback on work with individual teachers and to receive direction regarding current priorities and strategic support needed across staff.

Meet as needed with the Directors of Diversity, Equity and Inclusion, Regional Superintendents and/or Executive Directors to discuss issues related to equity challenges in the schools.

Attend various workshops, seminars, and conferences to continuously update professional knowledge. Participate in regularly scheduled PLCs, staff and departmental meetings as required. Collaborate with other curriculum & formative assessment coaches along as necessary and as appropriate to provide an integrated program.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree with 3 to 5 years of experience in teaching and coaching including program coordination and delivery of professional development; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities. A Master's degree is preferred.

### **SPECIAL REQUIREMENTS**

Must possess a valid North Carolina driver's license.

## EQUITY COACH

### MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; and utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

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**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of theories and principles in specified content area or pedagogy in general.

Considerable knowledge of the North Carolina State Curriculum.

Considerable knowledge of the current literature, trends, and developments in the field of education.

General knowledge of the County and School Board policies, procedures and standards regarding education.

General knowledge of the organization and communication channels of the school system.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the grant application and administration process.

Skilled in preparing and delivering presentations.

Ability to review and evaluate testing results and to develop a training plan of action based on conclusions.

Ability to develop innovative and effective instructional materials.

Ability to use common office machines and word processing, spreadsheet and file maintenance programs.

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Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to make effective oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.