



Job Title: Academic Support Coordinator

Department: Exceptional Student Support Services

Reports To: Site Principal

Grade: EG-04

Number of Days: 215

Security Access: ESC

Overtime Status: Exempt

Last Revised Date: September 25, 2018

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day.

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy, and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities, and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community.
- **Joy:** Joy at school and at work makes us more productive because when we create, innovate, and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task, or concept and experiencing breakthrough moments.

Position Summary: The Academic Support Coordinator will provide pedagogical leadership for the development and implementation of the school's academic instructional programs. Provides leadership and support for the staff and collaborates with administrators and instructional staff in assuring that effective and challenging curriculum and instructional practices are occurring in all classrooms; guides the staff in the process of using relevant data to arrive at informed choices in making and adjusting instructional decisions and practices; and assists the principal in administration and supervising the instructional program by assisting

teachers in their classrooms through demonstrations, modeling, peer observations and active discussions of student data and student work. Works with teachers and administrators to infuse diversity and multiculturalism into the curriculum.

Minimum Qualifications:

Education:

- Master's Degree from an accredited educational institution
- Specialized Knowledge, Licenses, etc.
- Oklahoma teaching certification required in early childhood or elementary Certification in elementary administration preferred

Experience:

- Minimum three (3) years successful teaching experience, five (5) years preferred in elementary and/or special education
- Experience in curriculum and program development

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Provides on-site professional development to ensure that teachers are knowledgeable about core and intervention program components and understand the instructional design of how the program meets the standards
- Tracks the use of tutoring services across campus (math, science, Title I, etc.)
- Assists teachers in building interactive classroom environments focused on content and instructional strategies that are supportive of student engagement and promote student success
- Coordinates the collection of accurate and applicable data relating to student learning and the effectiveness of intervention strategies
- Supports the development of a strategic set of intervention systems/supports and ensures timely access to interventions based on student need
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English learners, dual language program students, students with disabilities, and students with diverse learning needs
- Participates in collaborative department meetings (professional learning communities) to assist in the analysis and utilization of assessment data to improve student achievement
- Assists students with strategies to manage stress, anger and pressure
- Participates in site committee meetings, student study team meetings, Section 504 Plan and Individual Education Program meetings and other meetings within the school and district as applicable based on knowledge of the students/teachers
- Assists with the development and implementation of district policies and procedures related to the three-tier Response to Intervention and Instruction framework as a method of identifying students for strategic and intensive interventions
- Works with District personnel and site staff, both in regular and special education, to increase their understanding of referral procedures, special education eligibility criteria, placement criteria, monitoring of intervention plan and other areas as appropriate

- Collaborates with site staff to integrate research-based interventions for academically and/or behaviorally at-risk students unresponsive to Tier 1 classroom instruction
- Observe students in the instructional environment and helps teachers identify appropriate intervention strategies; identify and remove barriers to intervention and assists teachers with the implementation of identified interventions
- Participates in or leads meetings, workshops, and seminars with employees new to the site
- Assists staff in providing the best possible learning environment for all students
- Collaborates with others (e.g. teachers, counselors, administrators, students, parents, other District personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs
- Maintains a variety of detailed records in a variety of written and electronic formats including services provided for students
- Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy
- Display ability to work collaboratively with others on a team
- Perform other tasks, duties, or services consistent with this position as assigned

Supervisory Responsibilities:

- This role does not directly supervise any individuals

Working Conditions: Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

- Regular office environment, including frequent use of electronic email, being able to sit for long periods of time without a break, etc.
- Normal effort of occasional periods of moderate physical activity

Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district's mission with their talents, skills, and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age, or any other classification protected by applicable law.

Tulsa Public Schools also provides reasonable accommodations to qualified applicants and employees with disabilities. If you need an accommodation during the application process, please contact the district's talent management department at 918-746-6310 or the district's human rights and Title IX coordinator at 918-746-6517. You can also direct your request for accommodation in writing to the Tulsa Public Schools Education Service Center, Attn: Talent Management, 3027 S. New Haven Ave., Tulsa, OK 74114-6131.