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| **LEARNING COACH** | | | |
| **Reports to:** | Faculty Director | **Range:** | 22 |
| **Dept:**  **FLSA:** | Learning Centers  Nonexempt | **EEO:** | Technical & Paraprofessional |

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### BASIC FUNCTION:

Under general supervision, provide routine-to-advanced equity-minded coaching and academic tutoring services and lead-level work direction to student workers and assigned temporary/hourly staff; assist students in achieving learning outcomes.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Provide equity-minded coaching and tutoring services and develop study skills for diverse learners.
2. Create learning objectives, formulate strategies, diagnose student needs, and make recommendations.
3. Direct students to available resources including accommodations as needed.
4. Work with others to develop and provide support services.
5. Contribute to planning, administrative, continuous improvement, and logistical support.
6. Participate in selecting, training, and providing day-to-day lead work direction and mentorship to student workers and assigned temporary/hourly staff.
7. Monitor interpersonal interactions within the centers and assist in interpersonal conflict resolution.
8. Assist in the development and implementation of data monitoring systems; gather, validate, and summarize statistical information; create analytical reports and make recommendations.
9. Organize and participate in meetings, events and activities; chaperone travel.

**As Assigned to Writing Center:**

Focus on assessing writing and communication skills; evaluate writing samples, prioritize feedback issues, and create feedback utilizing video and software.

**As Assigned to STEM and Math Learning Center:**

Focus on mathematical reasoning and understanding, various scientific disciplines, critical thinking, problem-solving skills, self-regulated learning, and STEM courses navigation.

### OTHER DUTIES:

1. Maintain supplies and equipment.
2. Engage in ongoing professional development, attend and present at conferences.
3. Perform related duties as assigned.

### REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

* Excellent verbal and written communication skills with a proven ability to communicate effectively and professionally
* Thorough understanding of subjects and skills being taught, learning strategies, instructional and tutorial techniques, academic support resources, and methods applicable to a diverse range of learners
* Ability to train and provide work direction to others
* Strong analytical and problem-solving skills
* Proficiency with instructional materials and equipment used to facilitate learning
* Modern office practices, procedures, equipment, and applicable software/programs
* Knowledge of applicable federal, state, and local laws, rules, and regulations
* Ability to demonstrate a sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

### EDUCATION AND EXPERIENCE:

Graduation from an accredited four-year college or university with a bachelor’s degree in a related field, and one year of tutoring experience in an educational setting; or an equivalent com­bin­ation of training and experience.

### LICENSES AND OTHER REQUIREMENTS:

None.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Student workers and temporary/hourly staff, as assigned.

**CONTACTS:**

Instructional staff and student workers, students, faculty and staff, and members of the community.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily standing, walking, sitting, bending, stooping or crouching; occa­sional light lifting, carrying, pulling and/or pushing of objects weighing up to 25 pounds; ability to travel and/or drive to a variety of locations on and off campus as needed to conduct district business; ability to work at computer stations for extended periods on an as-needed basis, involving light repetitive use of hands, wrists and forearms; ability to view small-font words/ symbols on a computer monitor for extended periods.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving appropriate interactions and communications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on an ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established deadlines and changing priorities.

**WORKING CONDITIONS:**

Primarily indoor office learning center or classroom environments; subject to frequent contact and interruptions by individuals in person or by phone; intermittent exposure to angry and/or verbally aggressive individuals; may be required to work during weekend and/or evening hours on a regular basis; may work at any district location.