

Job Title: Literacy Coach Pre K-5**Exemption Status/Test:** Exempt/
Professional**Reports to:** Primary and Elementary Principals**Date Revised:** 03/04/2019**Dept./School:** Primary and Elementary Campuses**Primary Purpose:**

Improve student outcomes in Pre K-5 literacy by preparing and supporting teachers in all the essential components of reading instruction, including information on instructional materials, programs, strategies, and approaches based on scientifically based reading research; and instruction in the use of screening, diagnostic, and classroom-based assessments.

Qualifications:**Education / Certification:**

Valid teaching certificate with at least five years of successful teaching experience in ELAR

Special Knowledge/Skills:

Deep knowledge and ability to assist in instruction reading, writing, and literacy development

Outstanding presentation and facilitation skills

Strong organizational skills

Strong interpersonal skills (communication, problem solving, conflict management, collaboration) to share research based instructional approaches with teachers and administrators and provide advice, mentoring, and coaching

Experience:

Three to five years of instructional support experience preferred

Experience delivering reading, writing, and literacy development programs preferred

Major Responsibilities and Duties:

1. Assist teachers in assessing depth and complexity of ELAR TEKS.
2. Model and participate in effective instructional practices within the classroom setting.
3. Plan, implement and evaluate TEKS-based instruction on campuses.
4. Provide feedback to campus and district personnel on the effective implementation of research based, high yield instructional strategies.
5. Review and discuss assessment data; plan and implement data based interventions to improve literacy instruction.
6. Demonstrate effective coaching, guidance, and communication skills.

7. Perform classroom visitations and monitor curriculum implementation through effective coaching methods.
8. Keep current on professional written materials, current research on effective instruction and state/federal expectations.
9. Provide content instructional modeling/coaching and feedback to teachers on their implementation of successful instructional strategies in the classroom at their individual level of support needed.
10. Provide follow up support to ensure proper implementation of best practices.
11. Collaborates with interventionists, such as the ESL, RtI, and special education staff, to ensure the implementation of appropriate interventions for students who struggle academically.
12. Supports and monitors the fidelity of district initiatives from campus to campus ensuring that the instruction across the district is maintained at a high level.
13. Supports campus professional learning communities.
14. Provides staff development on literacy, reading and writing to teachers and families as needed.

Other Responsibilities:

15. Maintains the confidentiality of campus personnel and students.
16. Performs duties in a professional working relationship with principals, colleagues, students, and supervisors.
17. Participate in staff development training programs to improve job performance.
18. Participate in faculty meeting and special events as assigned.
19. Performs other tasks and assumes such responsibilities as related to the position as assigned.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Computers, printers, scanners, FAX, copiers, video and still cameras, and other technology/media equipment.

Mental Demands: Communicating effectively with persons with very high or low technological knowledge. Reading; ability to communicate effectively verbally and in writing; maintain emotional control under stress; coordinate and facilitate district-wide instructional/assessment technology projects. Managing high levels of stress when technology becomes inoperative. Expecting and reflecting the highest expectations.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by

Date

Received by

Date