

****Sample****
Literacy Coach Job Description

Position Description:

A *Literacy Coach* is a specially prepared professional who has responsibility for the literacy performance of readers in general or struggling readers in particular within their schools. The Literacy Coach will provide high-level literacy support for members of the school. The Literacy Coach in this role works closely with external facilitators, Principal, District Reading Coordinator, and other relevant school/district administrators, teachers, and parents to accomplish the goals outlined in the Literacy Project.

The Literacy Coach's full-time job is to improve reading instruction in the school. This individual will not have direct classroom duties or intensive intervention instructional responsibilities, nor will they be burdened with administrative responsibilities outside of the reading program.

Preferred Qualifications

1. Masters in reading, education, special education, or related field
2. Three to five years prior K-5 teaching experience, K-3 preferred; preference for individuals with experience in varied positions, including reading teacher and classroom teacher
3. Valid state Literacy Coach certification preferred and required by September 2005; in the interim, valid state teacher certification with documented reading coursework required
4. Experience and skill as a coach or mentor for adults on literacy related topics
5. Excellent communication skills
6. Deep understanding of scientifically based reading research and evidence-based practices for teaching K-3 reading and assessing student progress toward achievement of benchmarks as documented in coursework and experience as a teacher of reading

Major Responsibilities 1. Professional Development

- a. Provide resources and training to school staff on scientifically based reading research and evidence-based practices;
- b. Coach (e.g. co-teach, model, demonstrate, observe, and provide feedback) classroom teachers on the implementation with fidelity of core, supplemental, and intensive intervention approaches for K-3 reading and the use of data from valid and reliable assessments as the basis for instructional decision making;
- c. Provide support for the implementation of the commercial reading programs and approaches selected by the district, working with the publishers as necessary
- d. Establish and oversee a peer mentoring support network for teachers as they implement recommended instructional practices; include opportunities for teachers to visit one another's classrooms to observe the implementation of specified practices
- e. Re-deliver literacy content or advanced seminar content to K-3 teachers in school or district-based professional development opportunities; lead study groups to discuss the research, enhance commercial programs with training in literacy skills/strategies to enhance content, share experiences on implementing recommended practices, and examine student work
- f. Act as catalyst for building a school learning community that focuses on integrated learning, building connections across grades

2. Assessment

- a. Lead and coordinate the school leadership team: Help administer the literacy assessments for screening, progress monitoring, diagnostic, and outcomes
- b. Working with the external facilitator, coach teachers on the administration and interpretation of assessment data, to determine adequate progress or those in need of supplemental or intensive intervention as well as grouping for core instruction
- c. Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school

3. Curriculum and Instruction

- a. Use available guidance for reviewing core, supplemental, and intensive intervention materials under consideration for purchase for evidence of alignment with the literacy project
- b. Know how to use a range of effective strategies, analyze instruction, and provide clear, specific information on strategy implementation
- c. Working with the external facilitator, help organize and lead school, district, and regional professional development opportunities to disseminate literacy content to non-project schools, as deemed appropriate by district

4. School Liaison

- a. Meet regularly with the Central Office Reading Coordinator/District Contact, Principal, external facilitator, and others to assess the progress of the implementation of the literacy project and to modify elements as necessary
- b. Participate actively in school literacy team and district literacy team meetings
- c. Assist in the analysis of school-wide literacy strengths and weaknesses and formulate plans to improve student achievement in reading and teaching effectiveness
- d. Create an atmosphere of trust and collaboration among staff to promote professional growth and accelerate the reading achievement of all students.
- e. Attend all professional development and networking meetings designed for literacy project coaches