



<b>JOB TITLE</b>	Elementary Literacy Coach
<b>REPORTS TO</b>	Assistant Superintendent for Student Learning & Elementary School Principals
<b>SALARY SCHEDULE/GRADE</b>	Certified
<b>CONTRACTED DAYS AND/OR HOURS</b>	195 Days
<b>JOB CLASS CODE</b>	
<b>POSITION CLASSIFICATION</b>	
<b>DATE APPROVED</b>	

### QUALIFICATIONS

Masters or equivalent, preferably in Instructional Coaching/Leadership

### POSITION SUMMARY

The Elementary Reading Coach will support our P-5 elementary teachers in EIS Literacy priorities in our five key identified areas: phonemic awareness, phonics, fluency, comprehension, and writing.

### PERFORMANCE RESPONSIBILITIES

Create a rotation to observe and coach every elementary reading teacher with the goal of a three week coaching cycle.

Collaborate with the elementary reading interventionists to gather and monitor data and make instructional decisions in collaboration with school principals and district leaders.

Support part-time early literacy specialists in collaboration and coaching cycles.

Monitor and provide on-going feedback around the EIS Literacy Continuum.

Support and coach EIS teachers with ongoing curriculum and high-quality instructional resource initiatives.

Co-design and co-teach learning experiences with teachers through a mentorship model to improve instruction.

Lead and support teachers in professional learning experiences.

Regularly collaborate with other instructional coaches, elementary principals, and district leaders in the district to refine the vision for teaching and learning.

Demonstrate proficiency with Google Apps for Education.

Demonstrate a commitment to professional growth.

Demonstrate effective interpersonal and communication skills.

Demonstrate punctuality and regular attendance.

Adhere to the Professional Code of Ethics for Kentucky Certified Personnel 16 KAR 1:020

Perform other duties as assigned by Superintendent or designee.

PHYSICAL DEMANDS				
	SELDOM/RARE	OCCASIONAL (UP TO 1/3 OF WORK DAY)	FREQUENT (1/3 TO 2/3 OF WORK DAY)	FREQUENT (2/3 OF WORK DAY)
Standing/Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle/Finger/Feel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach/Push/Pull	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bend/Stoop/Crouch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneel/Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb/Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift/Carry (check weight and frequency)				
Up to 10 lbs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 20 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over 100 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# INTERVIEW PROCESS

In an effort to ensure great people are hired to work with our students, the interview process is quite different for administrative coaching positions. Traditional interview questions might be asked, however these performance tasks represent an opportunity to see what candidates can do in the role that they are aspiring to fill.

*Pick 2 of these performance tasks to prepare for the interview committee. The highlighted task is REQUIRED*		
PERFORMANCE TASK	EXPLANATION OF PURPOSE	EVALUATION CRITERIA
<p>Prepare a protocol you might use with a group of teachers in a Professional Learning Community. Please be prepared to use that protocol with the committee.</p> <p><i>BACKGROUND: This is a primary grade of teachers who are using a new curriculum and are unsure of how to best assess and analyze those assessments to inform the day-to-day instruction with this new resource.</i></p>	<p>Leading teachers in ongoing professional learning is an important part of the role. This is intentionally left open-ended to see what candidates might choose to focus on in a PLC and how they might prepare teachers for that experience.</p>	<p>The Protocol: How well designed and easy to use is the protocol? Did we feel like we moved forward?</p> <p>The Presentation: Was the candidate able to lead a conversation? Did it feel forced or natural?</p>
<p>Review <a href="#">this video</a> and prepare coaching feedback and notes for the teacher. Please make sure to include key talking points and opportunities for next steps.</p> <p><i>BACKGROUND: This is not an EIS teacher but could be similar to a classroom in EIS. This is a first grade lesson in an ELL inclusion classroom, similar to what you might encounter at our elementary schools.</i></p>	<p>Providing feedback and coaching is the primary purpose of this role. Supporting and guiding teachers in an intentional process of coaching and feedback to support ongoing learning and growth is crucial to our sustained growth as a district.</p>	<p>Feedback: What feedback was given and do we feel that this was the most important takeaways from the lesson?</p> <p>Presentation: How might a teacher handle this feedback from a coach? Where might the teacher be pushed and how well will the coach be able to do that?</p>
<p>Prepare an agenda and 1-2 activities you might use to support teachers in a 3 hour professional learning experience.</p> <p><i>BACKGROUND: EIS has engaged in a 5 year literacy plan that begin with Heggerty (Phonemic Awareness) and OG (Phonics). We did a 6 hour PD on fluency last year and are working towards vocabulary, writing, and comprehension.</i></p>	<p>Leading professional development and other professional learning experiences are a vital part of continued growth for teachers. This <a href="#">PAPER</a> is a good explanation of our beliefs around professional learning in EIS.</p>	<p>Agenda and Content: Is the content organized effectively and efficiently and meet several components of effective professional learning referenced in the paper?</p> <p>Activities: Are the activities appropriate for teachers and aligned with our instructional beliefs in EIS?</p>