

## **POSITION: K-12 LITERACY COACH**

### **POSITION SUMMARY:**

Responsible for planning, coordinating, and supporting effective implementation of the Literacy Plans in district schools; for modeling of best practices lessons which use literacy-based learning strategies; for coaching teachers on how to enhance students' literacy skills; for identifying staff development needs of the school and for providing staff development related to literacy as part of the problem-solving process; and for working with groups of students to improve their literacy skills.

### **REQUIRED QUALIFICATIONS:**

- Valid Kentucky Educators certification
- Minimum five years successful K-12 teaching experience
- Successful experience in facilitating adult learning
- Successful K-12 classroom teaching expertise in the area of reading

### **DESIRED QUALIFICATIONS:**

- Master's degree from an accredited institution in Reading
- Expertise in developing and implementing Reading Intervention Plans

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

- Communicate effectively in written and oral form using positive interpersonal skills
- Utilize effective data-based problem-solving skills
- Demonstrate effective collaboration skills
- Employ effective coaching skills to coach teachers in effective instructional strategies in a variety of content areas
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Integrate technology in classroom instruction
- Participate in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in reading instruction

**REPORTS TO:** Assistant Superintendent of Instruction

### **PERFORMANCE RESPONSIBILITIES:**

#### **Instructional Program**

- Facilitate and support the implementation of the district's literacy programs
- Support the collection of data, analyzing results, and supporting data informed implementation decisions
- Facilitate the use of assessment data to assist school staff with placement of students in appropriate instructional or intervention programs
- Facilitate instruction based on current reading/study/thinking research throughout the total instructional program
- Demonstrate (model) reading/learning strategies in classrooms
- Evaluate literacy needs within various subject areas and collaborate with teachers and administrators to interpret, use assessment data to improve instruction, and problem solve
- Lead reading improvement plans for priority schools and or grade-levels in the district

- Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action
- Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction
- Provide support with individual diagnostic testing
- Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan
- Work with the School's Leadership Team, School Literacy Team, and other constituent groups to determine the school's strengths and needs for improvement in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement
- Assist teachers with planning, sequencing, and scaffolding of instruction
- Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions
- Work with feeder pattern staff to assure articulation from elementary to middle and from middle to high school
- Assist the school's curriculum personnel in providing services to special populations

#### **PROFESSIONAL LEARNING:**

- Provide professional learning opportunities and follow-up coaching to assist classroom teachers and participating partners in the use of reading/learning strategies and programs in their classrooms/programs
- Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies
- Observe and provide feedback to teachers on instruction related to literacy development and content area knowledge
- Participate in district-level professional learning opportunities and planning meetings and assist in the coordination of district-level professional learning offerings
- Continue professional growth and strengthen professional teaching knowledge, skills, and strategies through an ongoing program of workshops, seminars, conferences, and/or advanced course work
- Maintain a collection of professional and reading/learning materials related to reading and which reflect current research

#### **PROFESSIONAL RESPONSIBILITIES:**

- Encourage literacy and life-long learning
- Maintain and promptly submit accurate, complete, and correct records and reports as required by law, by grant regulations, by district policy, and by administrative directives
- Facilitate or serve as a member on school/district/community literacy groups and committees
- Establish rapport with faculty, staff, and community partners
- Work to promote productive relationships with and among school staff and community partners
- Attend and participate in all required meetings
- Uphold school rules, administrative regulations, and Board policies
- Take all reasonable and necessary precautions to protect students, equipment, and facilities

#### **PARENT, FAMILY, AND COMMUNITY LITERACY ENGAGEMENT:**

- Participate as part of the District and School Instructional teams in developing school and community- wide literacy activities
- Develop, promote, and provide family literacy learning opportunities with community partners
- Collaborate with district and community media outlets to promote literacy engagement

**OTHER:**

- Perform other duties as assigned

**SALARY:**

- Teacher salary as established by the Christian County Public Schools certified salary schedule

**CALENDAR:**

- Flexible Teacher Calendar with 48 extended days

Board Approved: