

TITLE**Literacy Coach (Instructional) for Grades K – 3****QUALIFICATIONS**

- Valid Tennessee teaching license with a certification in elementary education;
- Minimum 5 years teaching experience with demonstrated success in literacy; experience teaching in a 1:1 classroom environment preferred;
- Master's degree in education preferred;
- Ability to work with teachers and students to integrate literacy components into the teaching and learning process;
- Successful experience as an educational leader such as coach or administrator, preferred;
- Knowledge of best practices for teaching and learning;
- Experience organizing and leading professional development for a variety of audiences at the school or district level;
- Outstanding oral and written communication skills;
- Strong planning, organizational and presentation skills; and
- Strong human relation skills.

JOB RESPONSIBILITIES include conducting teacher observation walk-throughs utilizing the TN Instructional Practice Guide for providing actionable feedback on instructional practices; analyzing data from a variety of sources for utilization in the literacy improvement process; developing and presenting professional development based on identified areas of need; mentoring reading teachers to improve self-reflection and performance.

ESSENTIAL DUTIES

1. Support the instructional development of all teachers to understand the design of adopted curriculum units and lessons; support appropriate planning and delivery of material.
2. Collaborate with teachers to assist classroom instruction and planning, including new resources. Manage time and schedule flexibility to allow for model lessons when appropriate to maximize teacher learning.
3. Coach teachers in and model best practices in using data; provide analysis of school-wide trends in instruction, and makes recommendations about potential next steps to address areas of need.
4. Conduct walk-throughs utilizing the TN Instructional Practice Guide and informally observe instructional delivery to provide feedback to enhance and support the development of each teacher's content area.

5. Communicate knowledge and demonstrate the use of 21st Century skills in instruction (analytical thinking, problem solving, communicating, collaborating, and finding and evaluating information).
6. Collaborate in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement and teacher practice.
7. Work collaboratively and communicates effectively with district-level instructional supervisors to evaluate and develop instructional strategies as well as intervention programs for struggling students.
8. Identify literacy component competencies among instructional staff, in collaboration with school administrators, and delivers appropriate coaching, professional development and resources to support the professional growth of individuals.
9. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.
10. Actively seek opportunities to grow professionally to demonstrate research-based instructional practices that result in increased student performance and improved classroom environment.
11. Model non-discriminatory practices in all activities.
12. Perform other duties as deemed necessary by the Supervisors as well as the Director of Schools.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying of objects weighing up to ten (10) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students and adults.
4. Adaptability to generalizing, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Manual Dexterity*: Ability to move hands easily and manipulate small objects with the fingers.
5. *Form Perception*: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. *Color Discrimination*: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

The immediate supervisor is the Deputy Director of Schools..

Anticipate a normal work year of 210 days, the normal school calendar plus ten (10) additional days.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* regarding overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

Varying working conditions. May not always have a quiet place to work.

Is anticipated to work in all schools (grades of K -3) of the Franklin County School System, ultimately to enhance student learning.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.