

Job Title: Literacy Coach (Instructional) for Grades K – 3

FLSA Exemption Status: Exempt

Term: 210 days

Minimum Qualifications:

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

Job Objectives/Goals:

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.

Responsibilities and Essential Functions:

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 make 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 deliver appropriate coaching, professional development and resources to support the professional growth of individuals.
9. Evaluate results of professional learning programs to determine the effectiveness of 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. Attend work on a regular and predictable basis.
13. Perform other duties as deemed necessary by the Supervisors as well as the Director of Schools.

Skills and Abilities Required:

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.

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

Reports To: Elementary Supervisor

Disclaimer: The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees in this job.