

Cape Girardeau Public School District No. 63
Job Description

Job Title: Literacy Coach

Terms of Employment: 10 month contract; 183 days

FLSA Status: Exempt

Reports To: Principal

Brief Description of Position:

The Literacy Coach is responsible for assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach reading and writing to all students.

Required Qualifications:

- Bachelor's degree in the areas of teaching assignment
- Valid Missouri Teacher Certificate with Reading K-12 OR valid Missouri Teacher Certificate with Reading Endorsement and agreement to become certified in the Reading K-12 coverage within the designated timeframe
- Minimum of three years of successful K-12 classroom teach experience
- Successful experience in facilitating adult learning
- Successful experience as a mentor
- Excellent oral and written communication skills
- Skills in human relations, leadership and conflict management.
- Knowledgeable of teaching techniques that meet the diverse needs of students
- Demonstrate skills in computer word processing, spreadsheets and data bases
- Experience in formative assessments, cooperative learning techniques, and data analysis

Preferred Qualifications:

- Working knowledge of Professional Learning Communities
- Master's degree from an accredited institution in Reading
- Successful K-12 classroom teaching experience in the area of reading

Essential Duties and Responsibilities:

- Analyzes class, grade level, and subject area data in school's literacy program and reports findings for the purpose of sharing information with teachers and making informed decisions relative to instructional practices and to implement a school-wide assessment system for monitoring student achievement.
- Assesses skills and needs (both initially and ongoing) of teachers for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains in value added scores in mathematics.

- Demonstrates exemplary classroom literacy practice and possesses a deep understanding of literacy theory for the purpose of modelling best practices in literacy and improving student achievement levels.
- Evaluates student achievement for the purpose of placing students in appropriate intervention and support services.
- Leads and participates in on-going and job-embedded professional development (e.g. staff meetings; study groups, demonstration lessons with pre- and post-discussion analysis; workshops; trainings; and seminars) for the purpose of conveying and/or gathering information related to literacy (including reading in content areas, reading and writing skills, pedagogy, coaching and interpretation of assessment results).
- Maintains a variety of manual and electronic files and/or records (e.g. TCAP data, student records, other data regarding math proficiency etc.) for the purpose of determining success of literacy coaching on student achievement and evaluating effectiveness of the overall literacy program.
- Mentors, observes and coaches classroom teachers for the purpose of improving literacy instruction and promoting a school-based professional learning community.
- Prepares a variety of written materials (e.g. lesson plans, scope and sequence guides, classroom materials, reports, etc.) for the purpose of demonstrating best practices in literacy instruction, documenting activities, providing written reference, and/or conveying information.
- Prepares lesson plans, in collaboration with teachers, related to literacy at the elementary level for the purpose of differentiating instruction and adhering to scope and sequence guides and district curriculum.

Physical Demands/Environmental Factors:

- Ability to work in a climate controlled building, as well as in inclement weather.
- Ability to stand, walk, and move around for long periods of time.
- Ability to see and read, with or without vision aids, a computer screen and printed matter, and to distinguish colors.
- Sufficient hearing to understand speech at normal room levels, and to hear and understand speech on the telephone.
- Manual dexterity to operate a telephone and enter data into a computer using both hands.
- Ability to communicate, effectively and efficiently with sufficient volume to be heard in normal conversation, on the telephone, and addressing groups.
- Ability to exert up to 30 pounds of force to lift, carry, push, pull, or otherwise move objects.
- Ability to lift, bend, stoop, pull, grasp, and carry a variety of objects of different shapes and sizes.

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills that may be required. The Board of Education and Administration and/or supervisor have the right to add or change duties at any time.

This job description supersedes all prior job descriptions for this position as well as rescinding all past and present job descriptions that do not reflect the current requirements of this position.

Approved by: _____ Date: _____

Reviewed by: _____ Date: _____
Human Resource Coordinator

Revised: August 1, 2013