

**OZARK R-VI SCHOOL DISTRICT
JOB DESCRIPTION**

TITLE: INSTRUCTIONAL COACH

QUALIFICATIONS:

1. Certified elementary teacher with masters degree in reading or significant experience and graduate coursework in literacy.
2. Reading Recovery experienced teacher preferred if coaching at the primary levels.
3. Strong organizational skills, mature and discreet judgment, can hold confidential matters.
4. Familiar with district policies and procedures.
5. Demonstrated ability to communicate effectively orally and in writing.
6. Ability to work the the adult learner effectively.
7. Ability to provide professional development to groups of teachers and administrators.
8. Ability to organize and maintain a school teacher literacy resource room.
9. Computer skills including Microsoft Word, Excel, Powerpoint and Publisher.
10. Must provide personal transportation to attend work related training and errands.
11. Must successfully pass a background check that is satisfactory to the Board of Education.

REPORTS TO: Executive Director of Elementary or Executive Director of Secondary

JOB GOAL: To support at the school level, the implementation of best literacy practices across the school through job-embedded professional development.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrate exemplary classroom literacy practice and possess a deep understanding of literacy theory (20 percent):
 - * Ongoing teaching of children in a variety of settings and grade levels (K-6)
 - * Extend literacy competencies through professional development opportunities and networking with other literacy coaches
2. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community (60 percent):
 - * Provide demonstrations of literacy components
 - * Observe and coach classroom teachers in effective practices
 - * Provide sustained mentoring to classroom teachers
 - * Plan and conduct professional literacy team meetings
 - * Provide workshops on the literacy framework
3. Manage and evaluate the school's literacy program to ensure the highest level of quality (10 percent):
 - * Collect data, analyze results, and report findings
 - * Implement a school-wide assessment system for monitoring student achievement
 - * Evaluate student achievement and assist with placing students in appropriate intervention and support services
 - * Evaluate effectiveness of the overall literacy program
 - * Identify needs and make recommendations for appropriate reading and writing materials
 - * Provide records and research data to the school site.
4. Provide leadership for literacy across the school community (10 percent):
 - * Meet regularly with the principal to report on progress and plan next steps
 - * Network with other literacy coaches in developing, implementing, and researching the literacy-based program
 - * Communicate the results of the literacy program and spotlight the school as a Literacy Center

PHYSICAL DEMANDS: Must be able to walk, stand, stoop, and sit for periods of time.

TERMS OF EMPLOYMENT: As per School Board Policy GDBDA

TYPE OF POSITION: Exempt

EVALUATION: Evaluated annually by the Executive Director of Elementary or Executive Director of Secondary

APPROVED BY SCHOOL BOARD: February 21, 2019