



JOB DESCRIPTION

Job Title	Elementary Literacy Instructional Coach
Department	Teaching & Learning
Reports To	Building Principal
Classification	Certified
Location	
Salary	On Schedule
Length of Contract	189 days as assigned by the Building Principal

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to modification in accordance with applicable state and federal laws.

Job Summary

The Elementary Literacy Instructional Coach serves as part of the school leadership team and is responsible for bringing evidence-based literacy practices into classrooms by working with and supporting teachers and administration with the goal of improving teaching in ways that directly impact student learning. The primary goal is to support teachers in strengthening their instructional practices so that students learn more effectively by building teacher capacity and developing their skills, confidence, and professional judgement.

The Elementary Literacy Instructional Coach supports the construction and implementation of the school's Equitable Multilevel System of Supports by braiding high-quality literacy instruction with social emotional learning, supporting the development of effective Professional Learning Communities, and coordinating services that ensure all students receive the literacy instruction and interventions they need to be successful.

Essential Job Functions

Instructional Support

- Model high-impact literacy instructional strategies in classrooms
- Co-plan, co-teach, and observe literacy lessons as part of coaching cycles
- Facilitate reflective conversations that promote teacher growth in effective reading, writing, speaking, and listening instruction
- Support teachers in designing standards-aligned, student-centered literacy lessons that build skills in reading, writing, speaking, and listening
- Support teachers in designing differentiated literacy instruction that meets the need of all learners
- Model strategies for extending, enriching, and accelerating literacy learning within Tier I instruction

Data-Driven Instruction

- Guide teachers in analyzing literacy-related student work and assessment data
- Support teachers in using literacy data to adjust reading and writing instruction, interventions, and enrichment

- Help teams develop and monitor progress towards literacy learning goals
- Support teams in monitoring progress and adjusting literacy enrichment or acceleration plans

Curriculum & Assessment Alignment

- Assist teachers in implementing the Literacy Guaranteed and Viable Curriculum (GVC) with fidelity across disciplines, including reading, writing, speaking, and listening instruction embedded in all content areas
- Support alignment of literacy instruction, assessment, and standards so that students learn to read, write, think, and communicate
- Help teams design and use formative assessments
- Support teachers in selecting and using content-rich, grade-level texts that reflect the demands of the content areas and promote deeper learning
- Ensure literacy instruction and assessment practices reflect the progression of elementary literacy skills

Professional Learning

- Plan and deliver targeted professional learning sessions focused on literacy programming and evidence based instructional practices
- Provide follow-up coaching to ensure professional learning translates into classroom literacy practice and to support teachers as they implement new strategies
- Offer individualized support based on teacher goals and student needs

Collaboration & Facilitation

- Coach PLC teams on how to effectively structure and run their own meetings
- Support teams in developing norms, agendas, and processes that promote collaborative inquiry
- Guide teams in using data, student work, and instructional priorities to drive their PLC conversations
- Build strong, trusting relationships that encourage reflective dialogue and shared ownership of learning
- Promote collaborative problem-solving without taking on the role of PLC facilitator

Equitable Multi-Level System of Supports (EMLSS) Integration

- Model instructional practices aligned with ECASD's Instructional Framework.
- Support teachers in braiding academic, behavioral, and social-emotional best practices
- Help teams design Tier I, II, and III supports that are equitable and data-driven
- Ensure instructional decisions reflect culturally responsive practices.
- Promote equitable access to advanced learning opportunities across student groups

Ancillary Job Functions

Professional Learning Support

- Assist with planning schoolwide professional learning days and agendas that include literacy and language development
- Curate literacy-focused instructional resources, research, and materials for staff
- Provide logistical support for professional learning events, including reading, writing, speaking, and listening instruction
- Facilitate professional learning at both building and district level

Curriculum & Schoolwide Initiatives

- Support implementation of district and school initiatives

- Participate in committees or leadership teams to ensure literacy expectations are embedded across all areas

Data & Assessment Support

- Assist with assessment logistics or data systems
- Help teachers interpret literacy assessment trends to inform instruction, intervention, and enrichment

Teacher Support

- Offer support and problem-solving during challenging situations
- Help teachers navigate school systems, expectations, and routines
- Performs other related duties as assigned

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Reading Teacher (1316) or Reading Specialist License (5017) or commitment to obtain license within two years
- Valid Wisconsin Department of Public Instruction T001-Teacher license appropriate to the assignment and grade level
- Three years of successful teaching experience
- Certification of a completed, approved Act 20 reading training or commitment to complete training within one year of hire for educators who teach or provide instructional support for reading/language arts to students in 5K to Grade 3

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master's degree in education or related field
- Experience in instructional coaching or related role
- Training/experience in adult learning practices
- Three or more years of successful teaching experience in the general education classroom
- Mandt certified or must obtain certification as soon as practical after hire.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

Knowledge

- Deep understanding of effective, research-based literacy instructional strategies
- Knowledge of adult learning theory and how adults grow professionally
- Strong understanding of the Equitable Multi-Level Systems of Supports (EMLSS) as it applies to literacy instruction and intervention
- Knowledge of curriculum design, standards alignment, and literacy expectations across all areas
- Understanding of data analysis methods and how to use literacy assessment data to inform instruction

Skills

- Skills in coaching teachers through reflective conversations and goal-setting related to reading,

writing, and language

- Strong instructional modeling and demonstration skills in elementary literacy routines
- Skills in coaching teachers how to differentiate literacy instruction to meet the needs of all learners
- Ability to analyze student data and guide data-driven instructional decisions
- Skills in designing and delivering high-quality professional learning on disciplinary literacy practices
- Strong communication and relationship-building skills

Abilities

- Ability to support teachers without evaluating or supervising them
- Ability to adapt coaching approaches to meet diverse teacher needs
- Ability to model equitable, inclusive, and culturally responsive literacy practices
- Ability to guide PLCs in developing effective collaborative processes that include disciplinary literacy goals
- Ability to manage multiple coaching cycles, initiatives, and priorities simultaneously
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office conditions and moderate noise levels

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.
- Must be able to travel to multiple District buildings in compliance with District driving policy.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.