Job Description
MOORE PUBLIC SCHOOLS

Job Title: **Title I Literacy Coach**

Qualifications:

Credentials: State Certificate to teach in specific position.

Education: Bachelor's degree in Early Childhood/Elementary Education, Secondary Education or related field. Master's degree in Reading or five years teaching experience

Training/Experience Required: Completion of student teaching

Special Skills, Knowledge, Abilities:
Communication Skills (oral, written, or business): Basic communication skills to exchange information, give/receive simple instructions and respond to inquiries. Includes filling out forms, instructions, and writing/printing legibly. Knowledge of grammatical structure, vocabulary for preparing correspondence from rough draft or proofing of completed material. Communicates in clear, grammatically correct English. Must be able to work within a team.

Job Goal (Purpose of Position): Performs skilled/professional-level tasks under limited supervision to provide faculty and students with the proper teaching techniques/environment for learning. Accomplishes federal curriculum objectives to enhance teacher capacity to promote each student's self esteem and increase personal growth in reading. In addition, meets with parents and other staff to enhance learner outcomes. An incumbent in this position will utilize discretion, ingenuity and independent judgment due to the variety of challenges of the job. Since there may be several ways to solve a problem, an incumbent is free to choose the solution.

Contact with Others: An incumbent in this position has regular contact by telephone or in-person with teachers and parents to determine actual information needed. Job requires interpreting and translating facts and information, explaining situations and issues to persons and advising them on alternative courses of action. Maybe required to maintain confidentiality of sensitive information.

Other Performance Measures: Knowledge of subject matter; cares for and effectively assists teachers and students with special concerns; establishes guidelines/syllabus with effective instructional/teaching objectives; encourages effective learning with proper teaching techniques; ensures teachers are assisting students in acquiring skills and knowledge to apply principles, theories and other learning; supporting teachers in properly monitoring student progress (grading, feedback, etc.) and providing an environment that encourages independent thinking challenges for more motivated students; contributes to effectiveness/quality of district programs, including extracurricular programs; keeps accurate records, reports, etc. pursuant to district policy; actively supports and looks for ways to improve the quality of customer service as provided by the district;

cooperates with other district personnel to improve the quality of education; when serving on committees, maintains an attitude of constructive/supportive behavioral feedback and input to improve the quality of service; continues to be involved in personal growth and development.

In addition, the Literacy leader should possess the following skills:

- Literacy leaders should look for the positive in each interactive opportunity
- Display strong listening skills, questioning abilities, and confidentiality
- Demonstrate a willingness to embrace the teacher/coach model as a way to address professional development needs
- Actively support the individual teacher's learning – acknowledging that the individual teachers do not come with the same professional development needs
- Coach individuals and groups to identify their strengths, areas of potential growth, and steps to take in improving instruction
- Provide instruction and coaching that honors the diversity of students and teachers and uses knowledge of that diversity to maximize effectiveness
- Communicate appropriately with the principal, Title I Coordinator, and others responsible for the success of the program

Essential Job Functions (Performance Responsibilities):

1. Provide scientifically based professional development opportunities that are tailored to the needs of the staff with which they are working.

2. Assist in developing schoolwide plans and in strengthening the schoolwide inclusion model.

3. Support the Professional Learning Community established in each school.

4. Consult with content teachers on ways to incorporate reading strategies throughout their curriculum.

5. Demonstrate effective strategies for implementing the five essential components of reading instruction.

6. Explain why certain strategies, assessments, materials, and organizational structures are effective.

7. Demonstrate an expertise in the full range of assessments required in Title I schools, including screening assessments, diagnostic assessments, progress monitoring assessments, and outcome assessments.

8. Provide single-topic, mini-presentations on needed strategies.

9. Plan and deliver large group workshops.

10. Serve as a resource for new materials and ideas.

11. Consult with teachers on a one-to-one basis or facilitate teams of teachers in identifying areas of need and in learning strategies, assessments, classroom organizational and management practices, and program requirements.

12. Meet with grade-level teams weekly or bi-weekly.

13. Plan and coordinate meaningful parental involvement activities.

Supervision exercised: None

Site: Various

Reports To: Principal

Physical/Mental Requirements and Working Conditions:
Other than those physical/mental requirements included within the essential functions: Must be able to communicate on the telephone. Must be able to get around the various sites. Must be able to perform playground, lunch, bus and related duties. Must be able to assist students with special needs. Must know how to handle sick/injured students.

Terms of Employment:	In compliance with Negotiated Contract and/or State Law
Salary:	To be established by the Board
Evaluation:	Performance of this job will be evaluated in accordance with Board policy

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