



LITERACY COACH TEACHER - SECONDARY

SUMMARY/SCOPE/GOAL

Serve as a stable resource of professional development, progress monitoring, and student data analysis throughout a school to generate improvement in reading instruction and reading achievement.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Bachelor's Degree with certification in Reading, Middle Grades English, Integrated Curriculum, Secondary English, Varying Exceptionalities or Specific Learning Disabilities required.

PREFERRED/DESIRED:

- Three (3) years of classroom experience required; five years secondary experience preferred.
- Master's Degree from an accredited educational institution preferred.

CERTIFICATIONS AND LICENSES:

REQUIRED:

- Reading Certification required through Reading K-12 Endorsement or Coverage K-12, **OR**
 - Agreement to complete a minimum of two (2) reading competencies per year in Reading Endorsement Program in-service courses **OR**
 - Six semester hours of college courses in reading.
- English for Speakers of Other Languages (ESOL) training within two (2) years of appointment.
- Valid State Driver's License

PREFERRED/DESIRED:

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

1. Plan and implement professional development opportunities that address both current research and future instructional needs.
2. Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction.
3. Maintain an awareness of current research and curricular trends and disseminate information to personnel in the school.
4. Facilitate professional learning communities.
5. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking with students through modeling lessons in classrooms.
6. Provide model lessons which incorporate appropriate instructional strategies and materials reflecting each student's culture, learning style, special needs, and socioeconomic background.
7. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.
8. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing coaching and mentoring time in activities, and roles that will have the greatest impact on student achievement.
9. Help to increase instructional density to meet the needs of all students.

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10. Model effective instructional strategies for teachers.
11. Provide daily support to classroom teachers.
12. Coach and mentor colleagues.
13. Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity.
14. Train teachers in data analysis and using data to differentiate instruction.
15. Advise the principal in making data-based decisions about reading instruction.
16. Provide consultation to the principal on the overall elements and operation of a successful reading program and the creation of a culture of literacy.
17. Help lead and support reading leadership teams at school(s).
18. Continue learning best practices in reading instruction, intervention, and instructional reading strategies.
19. Report coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN).
20. Coordinate and assist with administration and analysis of district-required reading assessments.
21. Prepare lesson plans with short- and long-range goals and objectives in compliance with all standards.
22. Fulfill the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
23. Assist in the enforcement of all federal, state and district regulations, policies, and procedures.
24. Monitor students in a testing environment.
25. Consult and collaborate with teachers concerning implementation of effective instructional strategies to assist struggling students.
26. Recommend curricular adjustments to meet student learning needs.

OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Possess communication skills of listening, oral communication, and oral presentation; interpersonal skills and abilities; knowledge of human growth and development; extensive knowledge of curriculum development and implementation. Must have technical knowledge and skills to operate computer, enter data, analyze, and process information; effective decision-making skills required. Must have strong work standards for self and others.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

EQUIPMENT:

May use smart boards, tablets, Bunsen burners, chemical lab hoods, other classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of

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aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS: (L) LIGHT WORK

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects. If the use of arm and/or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as light work.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites rarely. Travel out of county rarely.

FOR HR USE ONLY:

DIVISION:	<u>Leading and Learning</u>	DEPARTMENT:	<u>Secondary Leading and Learning</u>
TITLE CODE:	<u>E1505 (Mid); E1506 (Senior)</u>	CONTENT BY:	<u>Pat Shelton, EdD, Cert. & Inst. Prof. Development Walter Christy, EdD, Secondary Programs</u>
GRADE:	<u>Contract</u>	COMPENSATION:	<u>Human Resources</u>
UNIT:	<u>BFT</u>	LABOR RELATIONS:	<u>Karyle Green, Ed.D.</u>
LAST BOARD APVD:	<u>07/14/2009</u>	CLASSIFICATION:	<u>Beth Thedy, Ed.D.</u>
SCHEDULE:	<u>8 Hrs. – 10 Mos.</u>		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	08/13/02	Initial Release	Secondary Programs
2.0	06/15/04	REVISED: Change in Job Title	Secondary Programs
3.0	07/14/09	REVISED: Change in Job Title, Qualifications, and Performance Responsibilities	Secondary Programs
3.1	12/01/2020	REVISED: New format	Ellie Kelly – Human Resources
3.2	12/16/2021	Update physical requirements to ADA format, add schedule	Ellie Kelly – Human Resources

The above information on this 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 assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.