

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: LITERACY COACH – SCHOOL BASED

GENERAL STATEMENT OF JOB

The School Literacy Coach is a member of the school faculty working closely with the principal and school improvement team to develop a school-wide plan to improve the literacy achievement of all students in the school including professional development, modeling and observing classroom instruction, and providing feedback to teachers. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing and assessing instructional strategies to improve academic literacy, overall achievement in core content areas, problem solving skills, and use of modern technology for all students in the school. Literacy Coaches shall use instructional research and strategies, and coach teacher colleagues in successful completion. The Coach must commit to attend all training sessions and/or staff development

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Ensures teachers and principals are familiar with any changes to the North Carolina Standard Course of Study regarding literacy.

Works with staff to develop a school-wide plan to improve literacy achievement.

Promotes use of consistent instructional framework and research-based strategies

Helps build assessment systems that are aligned with curriculum and instruction priorities.

Develops and models mastery lesson plans.

Leads professional development for literacy teachers.

Supports school-based professional development.

Models instructional strategies with teachers and staff in classrooms.

Makes regular classroom visits to support instructional improvement.

Provides feedback to teachers and staff regarding implementation issues.

Serves as coach working with staff to improve their practice.

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Works with staff and schools to address learning needs of all students.

Coordinates with other departments, offices, and organizations to best serve student needs.

Provides customized professional development to meet unique student needs and support differentiated instruction.

Participates in regular professional development to improve knowledge and skills.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree with experience in modeling instruction in school core content areas. Proven record of excellence as a classroom teacher with predictive characteristics of an outstanding administrator. Experience as a presenter in staff development programs.

SPECIAL REQUIREMENTS

Must possess a valid teaching certificate from the State of North Carolina. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations,

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budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics and statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Masterful knowledge of literacy curriculum and best practices.

Highly developed presentation skills.

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Knowledge of effective staff development models that lead to increased student achievement.

Excellent oral and written communication skills.

Considerable human relations and human development skills.

Demonstrated leadership ability.

Good technical skills with technology and presentation tools.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to collect and analyze statistical data.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to plan and evaluate strategies for improving instruction.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job 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 to this job.