

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: READING COACH (HIGH SCHOOL)

GENERAL STATEMENT OF JOB

The High School Reading Coach is a member of the school faculty working closely with the principal, teachers, and school improvement team to develop a school-wide plan to improve the reading achievement of all students in the school. This will include professional development, modeling and observing classroom instruction, collecting data, and providing feedback to the principal and to the teachers. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing and assessing instructional strategies to improve reading and overall achievement in all core areas in the school. The Reading Coach shall use instructional research and strategies, and coach teacher colleagues in successful completion of reading strategies for student achievement. The Coach must commit to attend all training sessions and/or staff development as determined by the school and the district.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Works with staff to develop a school-wide plan to improve reading in the content areas

Promotes use of consistent instructional framework and research-based strategies

Helps build assessment systems that are aligned with curriculum and instruction priorities for improvement in reading

Leads professional development for core teachers

Supports school-based professional development for all teachers

Models instructional reading strategies with teachers and staff in classrooms

Makes regular classroom visits and walkthroughs to support instructional improvement

Provides feedback to principal, teachers and staff regarding implementation issues

Serves as coach working with staff to improve their practice

Works with staff to address reading needs of all students

Assists with the overall evaluation of reading programs in the school and develops strategies for improvement

READING COACH (HIGH SCHOOL)

Ensures that teachers and principal are familiar with any changes to the district curriculum regarding reading instruction and guidelines for student placement

Keeps parents, administrators, and community informed about the reading programs/strategies in the school

Participates in regular professional development to improve personal knowledge and skills

Performs other related work as required

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree with experience in reading and/or literacy instruction and a proven record of excellence as a classroom teacher. Predictive characteristics of an outstanding administrator with experience as a presenter in staff development programs.

SPECIAL REQUIREMENTS

A valid teaching certificate from the State of North Carolina and 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

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.

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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, 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; and 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; and 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.

READING COACH (HIGH SCHOOL)

KNOWLEDGE, SKILLS AND ABILITIES

Masterful knowledge of literacy curriculum and best practices

Highly developed presentation skills

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