

## **JOB DESCRIPTION**

### **LITERACY COACH (K-5)** **Elementary Certificated Salary Schedule (187 Days) – Temporary Position** **Teacher on Special Assignment (TOSA)**

#### **DEFINITION:**

Under the supervision of Educational Services, the K-5 Teacher on Special Assignment (TOSA) Literacy Coach provides training and support to staff in the District's plan to implement the Common Core State Standards. The coach provides job-imbedded and ongoing professional development for teachers, staff, and administration, and interfaces with the principals to work towards the vision of high quality teaching and learning. He/she provides support to the principal in data analysis and professional development decision-making. The coach will provide professional development and guidance to teachers to improve their content knowledge and instructional strategies. Overall, the job of the coach is to build the capacity of the staff to meet the literacy needs of all students. The coach's goal is to ensure that staff acquires the understanding and skills to: 1) enhance instructional practices at the classroom level and 2) raise the level of student achievement. The role of the coach is a peer relationship, is non-supervisory, and apart from the evaluative role of the principal or supervisor. Building and maintaining respectful relationships with teachers and all staff is essential for the position. Extra workdays may be required at the per diem rate.

#### **SUPERVISOR:**

Director of Teaching and Learning K-8

#### **Essential Duties and Responsibilities:**

Support implementation of the LCAP goals and its main components, specifically: high impact classroom instruction strategies, CCSS-aligned units of instruction creation, and professional development. Develop a positive and effective relationship with site principals in order to support teachers and instructional progress. The Literacy Coach is a member of the site Instructional Leadership Team (ILT).

#### **Instructional Leadership:**

- Provide professional development for teachers for effective instruction in order to maximize student learning. This support may include, but is not limited to:
  - Collaborating with teachers in the development of CCSS-aligned units of instruction & support potential ELA adoption
  - Implementing the "Instructional Coaching Cycle" protocol (Knight, 2015) with grade level teams to support the delivery of units of instruction with high impact teaching strategies
  - Analyzing student work and providing strategies for effective instruction
- Facilitate peer observation and coaching to improve teacher effectiveness
- Facilitate effective collaboration for grade level teams and school staff
- Conduct demonstration lessons
- Help teachers and staff interpret and use student data to guide instruction
- Support PLC and/or grade level meetings
- Participate and/or consult during ILT meetings, staff meetings, PLCs and District grade level meetings

### **Professional Activities**

- Share research-supported instructional best practices that demonstrate Balanced Literacy areas of focus
- Design and deliver professional development in a five day summer institute and mid-year staff development days
- Model and facilitate protocols, structures, and activities to generate group learning
- Participate in district committees, as appropriate
- Attend professional development to remain current on best instructional practices
- Participate in committees and task forces as needed or assigned
- Take initiative to support teachers
- Other duties, as assigned

### **QUALIFICATIONS:**

- Valid California Teaching Credential
- Bachelor's Degree required, Masters and/or Doctoral Degree (desired)
- Experience working with diverse populations of students
- Five years of successful teaching
- Demonstrated teacher leadership ability
- Standard employment clearances, and Valid California Driver's license

### **Ability to:**

- Conduct demonstration lessons and non-evaluative classroom observations, and provide support to teachers using the coaching cycle
- Effectively plan for the differentiated needs of students
- Model/support effective strategies for integrated ELD in the content areas
- Support teachers with effective delivery of designated ELD instruction as it relates to specific language needs and CELDT levels
- Understand and convey the relationship between the ELD and ELA frameworks
- Establish and maintain cooperative and supportive relationships with students, school personnel, district personnel, parents, co-workers, and the public
- Analyze a variety of student data and provide interpretation for school staff
- Work independently with appropriate direction
- Analyze situations accurately and adopt an effective course of action as they pertain to working with adults in the coaching process and professional development
- Travel to sites throughout San Rafael on a regular, on-going basis
- Arrange and adhere to schedules and timelines
- Develop a year-long plan in collaboration with other coaches

### **Qualitative Metrics:**

- Teacher participation & strategy implementation
- Feedback surveys
- Observations
- CCSS-aligned units of instruction
- Interaction & time logs

### **Professional Expectations**

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines; successfully manages own projects through strong organization, detailed work plans, and balancing of multiple priorities
- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner

### **Physical Requirements:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting (up to 20 pounds), carrying, pushing, and/or pulling; significant manual dexterity, ability to perform keyboarding tasks, sufficient hearing and speaking ability for normal voice level conversations, telephone conversations, and to hear and speak to be understood in indoor and outdoor settings. The job includes 40% sitting, 40% walking, and 20% standing. This job is performed in a school environment that includes indoor and outdoor duties.