

**TITLE: Literacy Coach (Building Level)**

**JOB ANALYSIS:** A major responsibility of the building Literacy Coach is to coordinate, monitor and assess school change. According to the International Literacy Association Standards, literacy coaches should have knowledge in four interrelated areas: literacy theory, effective literacy practices and assessments, coordinating and managing a literacy program, and working with professional educators, including knowledge of coaching and mentoring techniques. Within this framework, the following roles and responsibilities represent effective literacy coaching including a distribution of time for managing these responsibilities.

**REPORTS TO:** District Literacy Coach and Building Principal

**COORDINATES WITH:** Teachers, support staff, and other professionals.

**PERFORMANCE RESPONSIBILITIES:**

- The major role of the coach is to implement the model at the building level. Although continuous improvement depends on the efforts of everyone in the school, the coach is central to this work.

The coach:

- provides demonstrations of the framework
- conducts coach cycles
- leads and collaborates around the structure of various meetings at the department/grade level, etc.
- meets weekly with the principal
- assists in the development of professional development plans
- assists in vertical articulation of implementation of the model
- develops model classrooms
- coaches teachers to become mentors
- coordinates the School District of Altoona's literacy program
- works in new model classrooms each year, supporting apprenticeship approach
- continues to support exiting and past model classroom's implementation efforts
- organizes collaborative learning communities
- provides instruction to struggling readers in intervention groups
- believes that all students can achieve, holds them to high standards and teaches in such a way to nurture their independent learning
- participates actively in Partnerships of Comprehensive Literacy (PCL) network of literacy coaches and attends sessions
- completes record keeping or any other paperwork accurately in an organized fashion
- spotlights students work and shares achievement with all stakeholders
- supports instruction and learning through the use of technology
- performs other tasks and accepts other responsibilities as assigned

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of administrative support staff.

**TERMS OF EMPLOYMENT:** 195 contract days; salary to be established by the Board.

**QUALIFICATIONS & EDUCATIONAL REQUIREMENTS:**

**Requirements:**

1. Valid State of Wisconsin teacher certification.

**Strongly preferred:**

1. Ability to effectively facilitate problem-solving meetings as needed.
2. Excellent communication skills and an ability to effectively work within teams.
3. Successful experience as a classroom teacher.
4. Proven success as an instructional leader.
5. Interest in promoting a positive growth mindset.
6. Strives for personal, building-level and district-level continuous improvement.

Adopted: 01/09/17