

FLEMINGTON-RARITAN REGIONAL SCHOOLS

JOB DESCRIPTION

TITLE: **Literacy Coach (Elementary)**

QUALIFICATIONS:

1. Valid New Jersey K-8 certificate and Reading Specialist and/or Teacher of Reading certification of eligibility.
2. Strong organizational and leadership skills.
3. Demonstrated knowledge and/or experience differentiating instruction to meet the needs of a diverse population.
4. Master teacher with expertise in language arts literacy; eagerness to share knowledge and resources with other teachers.
5. Strong interpersonal skills (communication, problem solving, conflict management, collaboration) to share research-based instructional approaches with teachers and administrators and provide advice, mentoring, and coaching.
6. Ability to work collegially with parents, teachers, and administration to meet the need of students.
7. Independent use of word processing, E-Mail, Internet and appropriate software applications and outstanding presentation skills is highly desirable.
8. Criminal history background check and proof of U.S. citizenship or legal resident alien status and a complete physical examination.

**REPORTS TO:
SUPERVISES:** **Principal, Supervisor of Language Arts/Social Studies,**

JOB GOAL: To support the K-4 staff in the implementation of research-based reading strategies in order for students to move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with the District philosophy, goals, and objectives and CCSS. To work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. To work with administrators, teachers, and Response to Intervention teachers to collect and analyze data, interpret and use it to guide instructional decisions.

PERFORMANCE RESPONSIBILITIES:

1. Instructs students in citizenship and good character.
2. Develops lesson plans and instructional materials to provide individualized and small group instruction.
3. Adapts the curriculum and differentiates instruction to meet the needs of each student.
4. Incorporates technology into the teaching/learning process to provide all students with an opportunity to succeed.

5. Plans and paces lessons appropriately to best utilize the available time for instruction.
6. Sets high expectations for student achievement and behavior.
7. Establishes and maintains a positive climate for learning.
8. Collects and interprets formative assessment data in order to differentiate instruction to meet students' learning needs.
9. Evaluates students' academic and social growth, keeps appropriate records, and prepares reports.
10. Identifies student needs and cooperates with other professional staff members in assessing and helping to solve learning, social and health problems.
11. Proactively seeks opportunities for professional growth and development.
12. Presents a positive role model for students that supports the mission of the school and district.
13. Administers standardized tests in accordance with state and district testing programs, as needed.
14. Participates in curriculum development programs as requested.
15. Keeps informed of and complies with state, city and school regulations and policies for classroom teachers.
16. Compiles, maintains, and files all reports, records, and other documents required. Responsible for checking district email at least daily.
17. Attends and participates in faculty, grade level and district wide meetings and serves on staff committees as requested.
18. Works collaboratively with colleagues at the grade level and/or within the department or designated special area.

Specialized Responsibilities

19. Guide teachers to collect and analyze data and student work and develop action plans in response to determined student needs.
20. Provide individualized, classroom-based support to implement the Tier I program. This will include modeling research-based strategies.
21. Work with principal to create a school-wide focus on goals for literacy achievement.
22. Collaborate with the Stretch/RtI teacher, student support teachers, and classroom teachers to identify Tier 1 interventions and to provide a "bridge" between Tier 2 and/or 3 and Tier 1 instruction.
23. Collaborate with the classroom and student support teachers to support students' transition from Tier 2 and/or Tier 3 to the classroom.
24. Research and provide information and guidance regarding a range of research-based literacy practices through various activities such as individual discussions (formal and informal), coaching sessions, demonstration lessons with pre and post- discussion analysis, co-planning and co-teaching of lessons, informal visits to classroom with feedback to teachers, study groups, staff meetings, and professional development programs.
25. Participate in literacy data meetings and monitor the literacy watch list.

26. Complete monthly report and weekly log of activities for building principal and language arts/social studies supervisor.

**TERMS OF
EMPLOYMENT:**

Salary for a ten-month work year subject to negotiations between the FREA and the Board of Education.

EVALUATION:

Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

APPROVED BY: Board of Education **DATE:** 11/24/14