



JOB DESCRIPTION

Job Title	Instructional Coach - Literacy
Department	Teaching and Learning
Reports To	Building Principal
Classification	Certified
Location	Secondary
Salary	On Schedule
Length of Contract	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Instructional Coach - Literacy supports the construction and implementation of the school's Equitable Multilevel System of Supports (EMLSS) by braiding academic standards with social and emotional learning. This includes supporting professional learning and by coordinating of services to support all students. Responsibilities include working with school principal and teachers to improve student achievement within the framework of the EMLSS. The Instructional Coach - Literacy is responsible for supporting student achievement in the areas of reading and language arts by providing coaching with high quality instructional practices across all content areas. The Instructional Coach serves as part of the school leadership team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Essential Job Functions

- Model and braid best practices of the Equitable Multilevel System of Supports framework through an equity lens including but not limited to:
 - culturally responsive practices
 - collaboration skills and protocols
 - guaranteed viable curriculum
 - curricular learning targets
 - high quality instruction
 - differentiation of instructional materials and practices
 - technology integration
 - classroom management
 - data analysis
 - balanced assessment system
 - family engagement

- connections between academic and social and emotional learning
- Act as coach to support implementation and fidelity of the universal curriculum in reading and language arts.
- Support the district's equity work.
- Participant on the school's Tier II and Tier III teams.
- Assist with review of interventions and monitor student progress.
- Support the selection of district approved interventions.
- Coach grade level teachers and grade level teams on how to strategically use time structures to meet the needs of students needing Tier II/III supports, including Talented and Gifted (TAG).
- Support EL (English Language) and Special Education Teachers.
- Collaborate with classroom teachers and interventionists, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- Provide diagnostic assessments for students as needed.
- Develop coaching practices (student-centered, modeling, co-teaching, notice and name, etc.) to support teachers in/with implementation of effective instructional practices.
- Provide input for program development for district-wide English Language Arts.
- Support and provide professional learning.
- Support and implement assessment tools and student achievement data management system at the building level.
- Collaborate with others to identify and meet the professional development needs of the school and district staff.
- Participate in ongoing professional learning.
- Collaborate with the directors and coordinators from Teaching and Learning and Student Services and Special Education, and other internal stakeholder departments.
- Promote and advocate for student-centered processes and asset-based language.
- Demonstrate strong content and pedagogical skills and content expertise.
- Effectively build positive culture through relationships with students and adults, including families and other stakeholders.
- Provide on-going, job embedded coaching to teachers based on research around coaching cycles and cycles of professional learning including formal and informal professional learning.
- Assist teachers with designing and implementing instructional decisions and classroom management based on assessment data and culturally responsive practices.
- Contribute to the development of systems and structures to improve teacher practice within schools.

Ancillary Job Functions

- Perform other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of or eligibility for Wisconsin Reading Teacher license (316/1316) or commitment to obtain license within 2 years.
- Demonstrate an understanding and use of equitable and culturally responsive practices.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Wisconsin Reading Teacher License (317/17/5017) preferred.
- Experience as an instructional coach or related role.
- Three or more years of successful teaching experience.
- Master's degree in Reading/Literacy Education

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Willingness to engage in ongoing learning of literacy practices.
- Excellent interpersonal and communication skills.
- Strong organizational skills.
- Knowledge of collaboration practices, team teaching practices, and special education.
- Knowledge in the areas of instructional methods, curriculum, and assessment.
- Ability to build and maintain effective relationships with school administrators, staff, students, and families.
- Demonstrate an understanding and use of equitable and culturally responsive practices.
- Ability to keep up to date with current events and technology in the business and post-secondary sectors.
- Ability to maintain curricular and industry knowledge.
- Ability to facilitate meetings and professional development opportunities.
- Excellent verbal and written communication skills.
- Knowledge in using a variety of assessment tools.
- Knowledge of research-based instructional strategies that will engage all students.
- Willingness and ability to assume a leadership position.
- Willingness to engage in equity trainings.
- Demonstrate an understanding and use of equitable and culturally responsive practices.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.