



**JOB DESCRIPTION**

<b>Job Title</b>	AGR Reading Coach
<b>Department</b>	Teaching & Learning
<b>Reports To</b>	Building Principal
<b>Classification</b>	Certified
<b>Location</b>	
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	School Year

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 AGR Reading Coach is responsible for supporting student achievement in the areas of reading and language arts in grades K-3. Position objectives include working with administration and teachers to improve student achievement within the framework of the Multi-Level Systems of Supports (MLSS).

**Essential Job Functions**

- Utilizes coaching practices (student-centered, modeling, co-teaching, notice and name, etc.) to support K-3 teachers in/with implementation of effective reading practices.
- Acts as coach to support implementation and fidelity of the universal curriculum in reading and language arts.
- Provides input for-student intervention plans in collaboration with K-3 classroom teachers and/or school problem solving team(s).
- Recommends and manages resources for Tier 2 and Tier 3 interventions.
- Participates in building School Improvement Plan (SIP) action planning working toward school goal(s).
- Collaborates with classroom teachers, building principals, Title I teachers, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- Collaborates with building principals and resource teachers and/or Title I staff to conduct needs assessment and plan for and monitor interventions
- Supports and implements assessment tools and student achievement data management system at the building level.
- Works with the Academic Services Coordinators to develop goals for the department and plan for professional development.
- Collaborates with building principals and leadership teams to identify and meet the professional development needs of the staff.

### **Ancillary Job Functions**

- Performs 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 Specialist Certificate #316 and/or #317.
- Demonstrates 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.

- Master’s degree in Reading/Literacy Education.
- Three years of successful classroom teaching experience at the elementary level.

**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.
- Demonstrates 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 conditions 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.