

JOB DESCRIPTION

POSITION TITLE: State Literacy Coach	JOB CODE: 3971
DIVISION: Academic	SALARY SCHEDULE: Teacher
DEPARTMENT: Federal Programs, Title I	WORKDAYS: 187
REPORTS TO: Principal	PAY GRADE: CIT (4, 5, 6 or 7)
FLSA: Non-Exempt	PAY FREQUENCY: Monthly
PRIMARY FUNCTION: Supports Georgia Early Literacy Act in schools and provides appropriate services to schools so that there can be a cohesive, sustained, intensive, and classroom-focused approach that is rigorous, engaging, and relevant for students; provides a non-threatening, open, professional, and collaborative work relationship with principals, other academic coaches, and K-3 teachers; effectively identifies the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of third grade.	

REQUIREMENTS:

1.	Educational Level: Bachelor’s degree in Elementary Education, Special Education, or a related field; Master’s degree in Elementary Education, Reading, Special Education, or related field preferred
2.	Certification/License Required: Valid Georgia Teaching or Service Certificate at level 4 or higher; Reading Endorsement, Dyslexia Endorsement, or independent training program approved by International Dyslexia Association; Coaching Endorsement, Teacher Leader Endorsement, or independent training program (e.g., Instructional Coaching Group) preferred
3.	Experience: Minimum of 5 years elementary teaching experience including evidence-based word recognition and comprehension instruction; Advanced preparation in Reading/Literacy through completion of Reading Endorsement, Dyslexia Endorsement, or independent training program approved by International Dyslexia Association; 3 years of instructional leadership experience including curriculum design, professional development, and implementation support at the school or district level preferred
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication; leadership; organization; understanding of reading processes, acquisition, assessment, and instruction; understanding of systematic, explicit instructional process; instructional coaching approaches and strategies for teaching adult learners; understanding of scientific reading research and its application to effective classroom instruction, structure, and practices, as well as intervention; understanding of Georgia Standards for Excellence in English Language Arts, Social Studies, and Science; understanding of Multi-Tiered Systems of Support; data analysis and application

The Board of Education and the Superintendent may accept alternatives to some of the above requirements.

ESSENTIAL DUTIES:

1.	Assists principals and other leadership in assigned schools with aligning schoolwide systems, processes, and resources to structured literacy as defined by Georgia Early Literacy Act.
2.	Assists school administrators and other leadership with providing regular and user-friendly data reports for the district.
3.	Assists K-3 teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan’s implementation.

4.	Collaborates with Regional Structured Literacy Support Coaches to design and conduct professional development to meet the varied needs of K-3 teachers.
5.	Facilitates and leads structured coaching cycles with teachers, fostering a collaborative and growth-oriented environment that includes goal setting, modeling, lesson observation, constructive feedback, and reflective discussions to enhance literacy instruction and student outcomes.
6.	Provides clear, practical, timely, and candid written and oral feedback to teachers about their instruction.
7.	Conferences with teachers identified for additional support to create, implement, and monitor goals and plans for improving practice.
8.	Meets regularly with principal, other school-based coaches, and K-3 teachers to review data and make recommendations for adjustments in instructional practices.
9.	Maintains an organized system for documenting coaching services.
10.	Attends regular training and professional learning sessions.
11.	Performs other duties as assigned by appropriate administrator.

Signature of Employee _____ Date _____

Signature of Supervisor _____ Date _____