



EMPLOYEE NAME: \_\_\_\_\_

Created: 5/26

**JOB DESCRIPTION**

<b>POSITION TITLE:</b> K-3 Literacy Coach	<b>JOB CODE:</b> 135
<b>DIVISION:</b> Academic/Teaching & Learning	<b>SALARY SCHEDULE:</b> Teacher
<b>DEPARTMENT:</b> Instruction and Innovative Practice	<b>WORKDAYS:</b> 183
<b>REPORTS TO:</b> K-5 ELA Supervisor	<b>PAY GRADE:</b> CIT (4, 5, 6 or 7)
<b>FLSA:</b> Non-Exempt	<b>PAY FREQUENCY:</b> Monthly
<b>PRIMARY FUNCTION:</b> Supports the Georgia Early Literacy Act (HB 1193) by supporting teachers and schools in delivering high-quality literacy instruction through coaching, instructional modeling, data analysis, and implementation support of high-quality instructional materials. Provides a nonevaluative, professional, and collaborative work relationship with district leadership, principals, other academic coaches, and K-3 teachers. Provides ongoing coaching and modeling support by spending no less than 70% in classrooms working directly with students and teachers.	
<b>REVISION DATES:</b>	

**REQUIREMENTS:**

1.	Educational Level: Bachelor’s degree in Elementary Education or Special Education; master’s degree in Elementary Education, Reading, or Special Education, preferred
2.	Certification/License Required: Valid Georgia Teaching Certificate; the following endorsements are preferred but not required: Reading Endorsement or Dyslexia Endorsement
3.	Experience: Minimum of 5 years elementary teaching experience including evidence-based word recognition, comprehension instruction, and literacy interventions
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; understanding of scientific reading research and its application to effective classroom instruction and intervention; understanding of Georgia’s K-12 English Language Arts Standards, Multi-Tiered Systems of Support, and 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 at assigned schools with aligning schoolwide systems, processes, and resources to structured literacy as defined by the Georgia Early Literacy Act 2026 (HB 1193).
2.	Assists school supervisors, teachers, and other leadership with providing regular and user-friendly data reports.
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 district leaders and other coaches to design and conduct professional learning to meet the varied needs of K-3 teachers.
5.	Facilitates and leads structured coaching cycles with teachers through 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 district leadership, principals, 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 allowable duties as assigned by appropriate supervisor.

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_