

District Literacy Coach - High School

Job Description



Job Title:	District Literacy Coach - High School	FSLA:	Exempt
Reports to:	Executive Director of Literacy	Pay Grade:	Teacher Scale
Dept./School:	Assigned Campuses	Calendar Days:	192
Contract:	Probationary/Term	Revised:	7.19.2024

Primary Purpose

The role of the District Literacy Coach is to support campuses in the implementation of the district's adopted language arts curriculum and literacy framework. The District Literacy Coach will co-facilitate collaborative planning and monitor the alignment of instruction, assessment, and student outcomes. The District Literacy Coach will implement the district coaching cycle on assigned campuses by observing, modeling lessons with students and teachers, and providing feedback. In addition, the District Literacy Coach will collaborate with the Reading/Language Arts Instructional Specialist and provide targeted professional development to teachers.

Qualifications

Education/Certification:

- Bachelor's degree from an accredited college or university;
- General qualifications of a teacher as prescribed by the State Department of Education

Special Knowledge/Skills:

- Knowledge of science of reading
- Knowledge of structured literacy
- Knowledge of instructional best practices in language arts
- Knowledge of Wit and Wisdom curriculum
- Knowledge of Sheltered Instruction (SI) Knowledgeable of state curriculum standards, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards (CCMR), STAAR Excellent organizational, communication, and interpersonal skills

Experience:

- At least three (3) years successful teaching experience as a reading/language arts classroom teacher at the high school level preferred
- Experience creating and presenting professional development at the campus and/or district level Campus leadership experience (Instructional Specialist, team leader, grade level chair, department chair, etc.)

Major Responsibilities and Duties

Instructional Strategies

1. Work collaboratively with the Schools' Office, Campus Leadership, and Teaching and Learning Department to develop goals and objectives for the purpose of enhancing the district's literacy program

District Literacy Coach - High School

Job Description



2. Collaborate with the Reading/Language Arts Instructional Specialist to ensure implementation with fidelity of the Aldine Literacy Framework and adopted curriculum across grades
3. Conduct instructional rounds with the Reading/Language Arts Instructional Specialist using a walkthrough observation form to look for specific curriculum implementation targets
4. Attend all district coaching meetings and utilize information to provide campus support on how to implement the Aldine Literacy Framework and curriculum
5. Model appropriate language arts lessons aligned to the district instructional expectations and curriculum to positively affect student achievement
6. Facilitate collaborative planning meetings using the Teaching for Learning Framework protocol and district adopted curriculum
7. Implement the district coaching cycle by collaborating with the campus principal and teachers who seek out or need instructional guidance: model lessons, observe teachers, and provide timely feedback
8. Provide professional development based on specific campus/teacher needs
9. Collaborate with the Instructional Specialist and language arts teachers on intellectual preparation and lesson delivery to implement the district's curriculum
10. Work with the campus leadership to create a culture to enhance a professional learning community
11. Attend district coaching and other district level staff development sessions and share pertinent information with the Reading/Language Arts Instructional Specialists to plan, develop, and implement staff development and job-embedded training for teachers
12. Assist teachers in disaggregating, analyzing, and disseminating data to drive decisions on instructional placement and responsive action to help students
13. Assist teachers with identifying students in need of targeted support, determining grouping, and scheduling of appropriate interventions and responsive action
14. Determine curriculum implementation needs and provide suggestions to campus and district administration
15. Participate in vertical alignment of curriculum and work with staff to implement the district curriculum to meet needs of all students

Professional Growth and Development

16. Actively pursue a long-range program of professional growth; continually seeking self-improvement
17. Attend and participate in appropriate conferences and staff development activities to improve job-related skills
18. Attend and participate in coaches' meetings and serve on committees as required
19. Participate in professional organizations and disseminate ideas and information to appropriate staff

Reports and Inventory

20. Compile and maintain records of instructional materials and supplies.

District Literacy Coach - High School

Job Description



Other

21. Comply with policies established by federal and state law, State Board of Education rule, and local board policy
22. Comply with all district and campus routines and regulations
23. Perform other duties as assigned by the Director of Literacy, Executive Director of Teaching and Learning, Chief Academic Officer and the Superintendent of Schools

Supervisory Responsibilities

None

Evaluation

District Literacy Coaches will be evaluated by the Director of Literacy using Aldine ISD's Invest appraisal system earning one of the following levels of job performance:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Work Environment

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

Physical Demands/Environmental Factors: May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; frequent districtwide and occasional statewide travel

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, /pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.