

ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT CERTIFICATED POSITION DESCRIPTION

ELEMENTARY SCHOOLS LITERACY COACH

POSITION: Elementary Schools Literacy Coach (Grant Funded)

REPORTS TO: Supervisor of Instructional Programs

LOCATION: Designated Elementary School Sites

NATURE OF WORK:

This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs effectively to ensure student achievement with a primary focus on Literacy. The Literacy Coach also works with other staff within individual schools to mentor, model, guide, and enhance the delivery of instruction to students and/or work with individual students or small groups to provide focused instruction.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional develop to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Assumes major responsibility for the Striving Readers Grant including grant management; data collection; and instructional support to schools and staff;
- Works collaboratively with central office and school-based administration and school-based teacher leadership to help them meet their instructional goals established as part of the Striving Reader's Grant; their School Improvement Plan; and MSDE requirements such as Bridge and College and Career Readiness Status (CCR);
- Models and provides coaching for staff and school mentor teams focusing on areas identified by the system leadership and/or the school site to support increased student achievement in both literacy and disciplinary literacy;
- Facilitates transition and accountability activities between and among the middle and high school sites assigned;
- Provides mentoring and support for teachers and staff including participation on the new teacher mentoring team;
- Assists school-based leadership with the administration and interpretation of formal and informal assessments;
- Facilitates collaborative team discussions and other data-based decision-making sessions including PLC and Department Meetings;
- Conducts professional development for administrators, teachers and parents as required and/or needed to support system and school initiatives;
- Meets with the Supervisor of Instructional Programs and/or Instructional Resource Cohort on a monthly or bi-weekly basis;

- Models and shares best instructional strategies for SMCPs administration and school-based staff through direct modeling; information sharing at Professional Development sessions; and/or through electronic communication such as newsletters;
- Ability to integrate instructional technology; and
- Perform other duties as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in 2018-2019 school year (through submission of official transcripts);
- Certification as a reading specialist and/or a master's degree in an educational field preferred;
- Minimum of five years of successful teaching experience;
- Knowledge of curriculum and staff development;
- Demonstrated leadership skills;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to analyze data to impact instruction to include but not limited to the use of UNIFY; and
- Knowledge of state and system requirements and initiatives.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC