



RIALTO UNIFIED SCHOOL DISTRICT

LITERACY COACH Job Description

DEFINITION

Under the direction and supervision of the site principal, the Literacy Coach will work with the site's English teachers (not directly with students) to provide literacy support, staff development related to Small Learning Communities, and onsite coaching. The Literacy Coach will also serve on the site Principal's Leadership Team to plan, monitor, and evaluate the program's progress, and modify as needed.

ESSENTIAL DUTIES

- Provide on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards.
- Provide support and assistance to English teachers in the full implementation of the District's adopted Reading/Language Arts program through:
 - *In-class coaching
 - *Demonstration Lessons
 - *Training
 - *Classroom observations
- Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the reading/language arts program.
- Interpret/analyze ongoing data to inform instructional decisions and program design.
- Serve as a resource for teachers in all areas of the scientifically researched-based English/Language Arts program:
 - *Teaching strategies
 - *Strategic Learning
 - *Intervention reading programs
 - *Strategies/Methods for special needs students
 - *California State English/Language Arts Standards
 - *Components of balanced literacy
 - *Reading/Writing genres
 - *ELD Methodology
 - *Instructional Technology
- Assist in setting goals for improved instruction.
- Participate in site-leadership team meetings to review program progress and plan ongoing support for teachers.
- Participate in appropriate training to enhance self-growth.

QUALIFICATIONS

KNOWLEDGE OF: California State English/Language Arts Standards; Components of Balanced Literacy; Research-based teaching strategies; Data-driven instructional decision making; Prentice-Hall Language Arts Program; Adult Learning Theory

ABILITY TO: Work collaboratively with peers; Teach students for demonstration purposes; Model the adage of "life-long learner"; Coach peers in a non-evaluative manner; Present materials/methods in a training environment; Use instructional technology tools and materials

EXPERIENCE AND EDUCATION

- Holds a valid Multiple Subject or Single Subject English Credential
- Two or more years experience as an English/Language Arts teacher
- Served as member of a site leadership team
- Participated in appropriate District staff development opportunities

PHYSICAL DEMANDS

Physical class:

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use common school hand tools, computer, telephone and photocopy machine.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours
Frequently/Medium - 3 to 6 hours
Constantly/High - 6 to 8 hours

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|--------------|---------------------------|------------|--------------|
| Stooping: | Low | Carrying: | Occasionally |
| Bending: | Frequently | Standing: | Occasionally |
| Lifting: | Occasionally | Kneeling: | Low |
| Reaching: | Occasionally | Sitting: | Occasionally |
| Handling: | Constantly | *Driving: | Occasionally |
| Grasping: | Occasionally | Walking: | Constantly |
| Fingering: | Occasionally | Push/Pull: | Occasionally |
| Keyboarding: | Medium - must be literate | | |

***Verification of the possession of a valid California Motor Vehicle Operator's License, a DMV printout and insurability by the District's liability insurance carrier is required.**

Frequent motion:

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| Twisting: | Low |
| Wrist flexion: | Frequently |
| Elbow flexion/extension: | Frequently |
| Reaching to shoulder level: | Occasionally |
| Forward shoulder/neck flexion: | Occasionally - 3 hours per day |
| Reaching to above shoulder level: | Occasionally |
| Reaching below shoulder level: | Frequently |

Sensory requirements:

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| Ability to see: | Constantly |
| Ability to hear: | Constantly |
| Ability to talk: | Constantly |
| Ability to smell: | Constantly |
| Ability to touch: | Constantly |

Must be able to deal with these environmental considerations:

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| Heat: | Has own controls |
| Odor: | Yes |
| Noise: | Yes |
| Humidity: | Occasional |
| Moisture: | Occasional |
| Fluorescent lights: | Yes |
| Floor may be slippery at times: | Tiled areas |
| Working in close quarters with others: | Yes, all the time |
| Working inside: | 95% of the day |
| Working outside: | 5% of the day |

This job requires:

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| Alertness: | Constantly |
| Attention to detail: | Constantly |
| The use of two hands: | Constantly |
| Recall of names and dates: | Constantly |
| Ability to work in temperatures down to 30 degrees and up to 105 degrees. | |

Ability to deal with psychological factors:

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| Team work: | Constantly |
| Frustration: | Moderate - depends on the time of year |
| Repetitive tasks: | Yes, signature |
| Level of responsibility: | High |
| Must keep up with schedule: | High |
| Able to work extended hours as needed: | High |
| Dealing with upset employees, parents, community members: | Moderate |

Physiologic factors:

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| Must maintain a high level of consciousness: | Yes |
| Orientation to time, place or person: | Yes |
| Ability to read at 12 th grade level: | Yes |
| Ability to comprehend and follow directions: | Yes |
| Able to keep up a high activity level during the shift: | Yes |