



RIALTO UNIFIED SCHOOL DISTRICT

SECONDARY LITERACY COACH Job Description

DEFINITION

Under the direction and supervision of the site principal, in collaboration with the Secondary Lead Academic Agent will be fully released from the classroom to work with the site's English Language Arts teachers, to provide literacy support, staff development related to Professional Learning Communities, and onsite coaching. The Literacy Coach will also serve on the site Principal's Leadership Team to assist in planning and monitoring the ELA/ELD program progress towards student proficiency.

ESSENTIAL DUTIES

- Provide on-site staff development to ensure that English Language Arts, teachers are knowledgeable about literacy components and understand the instructional design of how to meet ELA claims, targets and standards.
- Provide coaching support and assistance to English Language Arts teachers in the full implementation of the District's adopted ELA/ELD program through:
 - *In-class coaching
 - *Demonstration Lessons/modeling
 - *Training
 - *Co-teaching/co-planning
- 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 literacy program design.
- Serve as a resource and support for teachers in all areas of the scientifically researched-based ELA/ELD program:
 - *Powerful teaching strategies
 - *Intervention reading programs & Methodologies
 - *Differentiated instruction
 - *Small group instruction
 - *Strategies/Methods for students with disabilities
 - *California State ELA/ELD standards
 - *Components of balanced literacy
 - *Reading/Writing genres
 - *ELD Methodology
 - *Competency in integrated ELD
 - *Instructional Technology
- Assist in setting goals for improved instruction.
- Participate in site-leadership team meetings to review literacy program progress and plan ongoing support for teachers.
- Participate in appropriate training to enhance professional development.

QUALIFICATIONS

KNOWLEDGE OF: California State ELA/ELD Standards; Components of Balanced Literacy; CAASPP & District assessments; Research-based teaching strategies; Data-driven instructional decision making; District Language Arts Core Programs; Adult Learning Theory; Structured Literacy; growth mindset.

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 English Credential;
- Four or more years of experience as a successful English/Language Arts teacher;
- Site/department leadership experience;
- Participated in appropriate District staff development opportunities;
- Coaching experience preferred.

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

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:

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

Sensory requirements:

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:

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:

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:

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:

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