

## Job Description

**Job Title:** Reading Coach – grant funded

**Contract Length:** 202 Days

**Pay Grade:** 37L, 38L, 39L

**Supervisor:** Principal and Executive Director,

Curriculum and Development

**Job Classification:** Exempt

### Job Summary

Position is responsible for implementing a comprehensive literacy program at the assigned school through coaching, supporting, and guiding teachers in best practices for literacy instruction. Position conducts staff development, models lessons, conducts classroom visitations and provides feedback to teachers and administrators on the school's literacy program. Position is responsible for analyzing school literacy data and planning for future literacy needs. Position is responsible for instructing students individually or in groups to enable students to develop literacy skills. Position will work alongside an experienced reading specialist to support student learning and teacher development. *This is a grant-funded position for the 2018-19 SY and not guaranteed past June 20, 2019.*

### Essential Duties

1. Works collaboratively to coordinate the school's reading program across disciplines.
2. Assists administrators and teachers at the assigned school in the implementation of a comprehensive literacy program.
3. Facilitates the school's literacy team to implement a support framework for student achievement in literacy and to review the reading progress of students.
4. Collects and facilitates the review and use of school literacy data to guide instruction and plan for student needs.
5. Demonstrates literacy lessons to teachers in classroom and workshop settings.
6. Observes literacy lessons and provides feedback to teachers to improve literacy instruction at the school, including planning for ongoing support.
7. Coordinates the literacy work of other reading staff in the building as applicable.
8. Provides individual and/or small group instruction to meet the needs of students.
9. Interprets the abilities and disabilities of students and works cooperatively with classroom teachers who have these students in classes.
10. Assists with screening, evaluating, and recommending interventions for students reading in the lower quartile.
11. Completes reports, collects data, and provides information for program monitoring as requested.
12. Conferences as requested with parents/guardians regarding the English reading and writing performance of students.
13. Participates in writing and monitoring the implementation of the curriculum.
14. Participates in the construction and selection of literacy assessments.
15. Selects, requisitions, and maintains books, instructional materials, and instructional aids.
16. Models nondiscriminatory practices in all activities.

### Other Duties:

1. Attends staff development programs, curriculum development meetings, and other professional activities.
2. Keeps abreast of developments, research, and new technology in the field.
3. Performs any other related duties as assigned by the school principal or other appropriate administrators.

### Job Specifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

### Minimum Qualifications (Knowledge, Skills and/or Abilities Required)

Must possess a valid teaching license and be near completion working toward a Master's degree with an endorsement as a Reading Specialist. Must have completed at least three years of successful teaching experience in elementary grades. Must possess effective instructional delivery techniques and excellent communication skills. Must possess knowledge of the needs of students requiring remedial reading instruction. Must possess an in-depth knowledge of instructional best practices and adult learning theory. Must possess the ability to establish and maintain effective working relationships with school colleagues, school administrators, parents and students.

**Working Conditions and Physical Requirements**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms and on the telephone; physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

**Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in an office/ school/classroom environment. The noise level in the work environment is usually moderate.

**Supervision Exercised:** None

**Supervision Received:** Building principal

*This job description in no way states or implies that these are the only duties to be performed by this employee. The Reading Coach will be required to follow any other instructions and to perform any other related duties as assigned by the principal or appropriate administrator. Newport News Public Schools reserves the right to update, revise or change this job description and related duties at any time.*

**Approvals**

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Supervisor Date

**I acknowledge that I have received and read this job description.**

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Employee Name (Print) Signature Date