

**TRUSSVILLE CITY SCHOOL SYSTEM
JOB DESCRIPTION**

POSITION TITLE: Alabama Reading Initiative
Essential Skills of the Reading Coach

QUALIFICATIONS: A Valid A level teacher's certificate

JOB GOAL: Teaching Struggling Readers – the Reading Coach will implement school wide practices that substantially accelerate the learning of struggling readers. The Reading Coach will facilitate professional learning that results in improved student reading achievement. The Reading Coach will cultivate a community of learners that value collaborative problem solving.

EVALUATION: Trussville Board of Education Personnel Evaluation Plan

PERFORMANCE RESPONSIBILITIES:

1. Demonstrate a high level of skill in all aspects of instruction that accelerates the learning of struggling readers.
2. Promote highly specialized reading instruction in which struggling readers thrive: instruction that is explicit, intensive, accelerated, and provides ample practice.
3. Monitor student progress in ways that inform teaching and motivate learners.
4. Make available student materials that ensure students read at their instructional reading level throughout the school day.
5. Coordinate instruction provided to struggling readers across content and instructional settings (e.g., intervention teacher collaborating with the social studies teacher).
6. Create practices that motivate struggling readers and reward their progress.
7. Create an environment in which all adults in the school know the struggling readers by name and collaborate in increasing their reading achievement.

Ensuring Ongoing Professional Development

The Reading Coach will:

1. Structure professional activities that are research-based, ongoing, coordinated, and are responsive to student needs revealed by data (e.g., workshops, book studies, classroom coaching).
2. Model research-based instructional procedures and support teachers in their implementation.
3. Provide teachers with feedback and coaching.
4. Help teachers select materials and instructional strategies that fit students' needs and interests.
5. Organize professional materials to enhance professional learning.

6. Organize and make accessible instructional materials (e.g., leveled text, electronic sources, content-related texts).
7. Support the effective use of research-based literacy strategies.
8. Work closely with new teachers and administrators.
9. Model ongoing learning (e.g., participate in self-reflections or teaching; read professionally; participate in professional meetings; stay current with national, state and local initiatives).

Influencing School Climate and Schoolwide Commitment to 100% Literacy

The Reading Coach will:

1. Assist administrators in organizing literacy leadership teams that review assessment data and develop literacy plans for schools.
2. Collaborate with faculty and administrators to achieve literacy improvement in their schools.
3. Nurture supportive, respectful behavior in all interactions among adults in the school.
4. Provide a link among teachers on a grade level or within a department; across grade levels and across departments; and between faculty and administrators.
5. Build collaborative, professional relationships among administrators, faculty and staff.
6. Align reading standards, instruction, and measures of learning.
7. Assist in the selection of reading programs based on their compatibility with scientific research.