

**CELINA CITY SCHOOL DISTRICT**  
**JOB DESCRIPTION**

**Title:** LITERACY COACH

**Reports to:** Assigned administrator/supervisor

**Job Objective:** Works as a colleague with classroom teachers to impact and support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about evidence-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individualized teachers.

**Minimum**

**Qualifications:** Valid state department of education license/certificate, as determined at the time of appointment.  
At least five years of successful teaching experience, experience in literacy instruction is preferred.  
Experience in development, preparation, and presentation of professional development preferred.  
Experience in evidence-based instructional practices, including elements of Ohio's Plan to Raise Literacy Achievement.  
Experience with formative assessments and data analysis.  
Adheres to the *Licensure Code of Professional Conduct for Ohio's Educators*.  
Anticipates time constraints. Manages time efficiently to meet deadlines and takes initiative.  
Communicates effectively with all stakeholders and interprets information accurately and initiates effective responses.  
Complies with drug-free workplace rules, board policies and administrative guidelines/procedures.  
Embodies high ethical standards and integrity.  
Accepts responsibility for decisions and conduct.  
Exhibit consistency, resourcefulness, resilience, and establish and maintain positive relationships  
Maintains a record free of criminal violations that would prohibit public school employment.  
Meets all health screening requirements.

**Essential**

**Functions:**

**1. Coaches assigned grade level, subject area, staff as scheduled.**

Plans, organizes, differentiates, and implements appropriate instructional plans that align with instructional goals for all learners.  
Improves student performance in targeted areas as identified by the TBT/BLT/DLT.  
Work with teachers and school administrators to analyze student data, diagnose instructional needs, and identify evidence-based instructional strategies to close achievement gaps.  
Provide job-embedded professional development for teachers through modeling engaging, standards-based teaching as needed.  
Provide individual and/or group literacy coaching and mentoring to teachers to improve literacy instruction for all learners.  
Regularly model lessons in the classroom.  
Manage and distribute literacy resources to teachers and provide training on the use of those resources.  
Encourage and support the implementation of technology and innovative strategies in the classroom.  
Enjoy working with adults.  
Communicates program objectives/performance expectations.  
Strong interpersonal skills, including giving and receiving constructive feedback.  
Maintains a thorough understanding of subject matter and pedagogy. Prepares instructional materials.  
Develops effective educational experiences that engage and stimulate learning.  
Varies instructional techniques to address staff and student learning styles.  
Actively collaborate with staff to share effective instructional strategies and resources.  
Use formal and informal assessment strategies to manage student learning and monitor progress.  
Helps identify/resolve problems that impeded student participation in appropriate learning activities.  
Facilitates opportunities for all students to participate in an inclusive educational environment.  
Advocate for students. Pays attention to student demeanor. Draws out feelings/concerns.  
Helps students/staff to better understand themselves, make appropriate choices and grow academically.  
Promotes cultural awareness, self-reliance, problem solving, critical thinking and creativity skills.  
Facilitate student and staff learning activities that encourage teamwork and positive peer relationships.  
Proctors state/district testing activities as directed. Upholds mandated security procedures.  
Meets mandated timelines.  
Plans/implements student intervention strategies that produce tangible evidence-based benefits within specified time frames. Monitors intervention efficacy to improve outcomes.

## **2. Exemplifies professionalism that advances the district public image.**

Contributes to an effective and positive work/learning environment.  
Develops mutually respectful relationships with co-workers. Functions as part of a cohesive team.  
Encourages the continuous advancement of academic standards.  
Helps students to understand/embrace ethical conduct and democratic values.  
Maintains a professional appearance. Wears work attire appropriate for position.  
Maintains an acceptable attendance record and is punctual.  
Respects privacy and maintains the confidentiality of privileged information.  
Shows an active interest in students and supports academic/personal development.  
Strives to develop rapport and serve as a positive role model for others.  
Supports community participation in school-sponsored activities.  
Takes advantage of opportunities to promote district programs and enhance public relations.

## **3. Maintains open/effective communications.**

Keeps informed about program/procedure changes. Serves as an informational resource.  
Participates in staff meetings, TBT, BLT, and DLT meetings, conferences and other required school activities and is familiar with TBT, BLT, and DLT framework and OIP improvement process.  
Skilled in working with adults, specifically with coaching and offering feedback.  
Prepares and maintains accurate records.  
Provides prompt notification of personal days or absences.  
Refers district policy interpretation questions to administrators.  
Uses active listening and problem-solving techniques to resolve questions/concerns tactfully.  
Uses diplomacy and exercises self-control when dealing with other individuals. Respects diversity.

## **4. Pursues opportunities to enhance professional performance.**

Stays current with latest literacy research, evidence-based practices, technology, and other skills associated with work assignments.  
Maintains applicable credentials. Complies with all state licensure requirements.  
Works toward mastery of individualized development/performance goals as directed.

## **5. Takes precautions to ensure safety.**

Implements effective pupil management procedures. Upholds the current student conduct code.  
Provides appropriate student supervision for assigned activities. Maintains high expectations for behavior.  
Intervenes to prevent/stop bullying or inappropriate student behavior.  
Reports suspected child abuse and/or neglect to civil authorities as required by law.  
Watch for situations that may indicate a problem. Helps manage/eliminate risks.  
Works with staff/students to address equipment safety/security issues.

## **6. Performs other specific job-related duties as directed.**

Assists with unexpected and/or urgent situations as needed.  
Helps implement new procedures/programs as requested.  
Supports workplace initiatives that improve productivity and advance district goals.

### **Working Conditions:**

Safety is essential to job performance. Employees must exercise caution and comply with standard safety regulations and district procedures when involved in the following situations:  
Balancing, bending, climbing, crouching, kneeling, reaching, or standing.  
Exposure to adverse weather conditions and temperature extremes.  
Exposure to blood-borne pathogens and communicable diseases.  
Interacting with aggressive, disruptive and/or unruly individuals.  
Lifting, carrying and moving work-related supplies/equipment.  
Operating and/or riding in a vehicle.  
Traveling to meetings and work assignments.

### **Performance Evaluation:**

Job performance is evaluated according to policy provisions and contractual agreements adopted by the Celina City School District Board of Education.  
The Celina City School District Board of Education is an equal opportunity employer. This job description identifies general responsibilities and is not intended to be a complete list of all duties performed. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, program/curriculum changes and unforeseen events.