

**Richland Parish School Board
Job Description**

TITLE: Lead Instructional Coach (Literacy)

MINIMUM QUALIFICATIONS: United States citizen or authorized alien with the physical and mental stamina and ability to perform performance and professional responsibilities.

QUALIFICATIONS: Valid Type A/Level 2 Teaching Certificate and three years of successful teaching experience; Master's Degree preferred; such alternatives to the preceding qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO: District Coach Manager and/or assigned supervisor

JOB GOAL: To support teachers in the implementation of high-quality interventions, effective use of literacy strategies embedded in core curriculum, and to provide high-dosage tutoring to improve deficient literacy skills to ensure all students are reading on grade-level and working toward mastery of grade-level standards.

TERMS OF EMPLOYMENT: 9 Month with 10th optional month (i.e. daily rate of pay 10 days prior and 10 days after the contracted year)

EVALUATION: Performance Evaluation, annually

COMPENSATION: Adopted RPSB Certified Salary Schedule

PERFORMANCE RESPONSIBILITIES:

1. Assume responsibility for growth in student learning in the assigned area of responsibilities.
 - a. Ensure that student growth is continuous and appropriate for all students.
 - b. Develop and meet two yearly goals which positively affect student achievement through job responsibilities
 - c. Develop and meet monthly literacy goals aligned to Louisiana Literacy Pillar(s)
2. Collaborate with the School Principal and other administrators to review, draft, examine, recommend, and implement school-level literacy plans, policies, procedures, and programs.
 - a. Ensure all schools maintain a school literacy plan and K-3 literacy plans are posted publicly on the designated website when required.
 - b. Support school leadership teams in the implementation of school-based literacy plans by prioritizing family engagement, goal setting, and on-going interventions and progress monitoring.
 - c. Support the planning and attend assigned schools school-level literacy meetings
3. Plan, support and/or attend up to three parish-wide literacy community and/or school events.
4. Work closely with the school-level principals and lead instructional coaches when applicable to create and maintain systems and structures to ensure small group instruction is provided routinely to students where teachers are working on student-specific needs that align to core instruction by engaging assigned teacher case-loads in formalized and documented cycles of development.

5. Plan and lead routine teacher cluster meetings with literacy as a main focus to ensure training for literacy teachers and interventions.
6. Review and communicate literacy data regularly with district leadership team and school-level leaders.
7. Co-teach weekly at each assigned site and plan and teach at minimum one full lesson each week.
8. Ensure compliance with district literacy policies, regulations, and legal requirements.
 - a. Coordinates with district leadership to ensure all schools use a single universal literacy screener school year and builds awareness at the school level of the significant shifts in data collection and reporting: complete battery reporting, literacy platform reporting system, CKLA and HMM on-line common assessments, and secured spring testing.
 - b. Successful completion and implementation of Science of Reading Training (i.e., Act 108)
9. Mentor and support all teachers and staff members, providing guidance, resources, models, and engage in practice to improve literacy practice while implementing.
 - a. High-quality interventions
 - b. Tier-1 Core Curriculum
 - c. High-dose tutoring
10. Serve as an instructional leader, maintaining an instructional focus.
 - a. Become and serve as a designated observer as stated in Bulletin 130.
 - b. Serve on the school ILT team and attend district training(s).
 - c. Evaluate school personnel upon request.
 - d. Co-teach weekly at each assigned site and plan and teach at minimum one full lesson each week.
 - e. Attend all district coach training offered and engage in time-bound next steps.
 - f. Have a consistent schedule and any changes are communicated in advance, meetings are well planned, have consistent agendas, and all actions are communicated in advance.
 - g. Schedule and support is documented thoroughly on google calendar and teacher growth tracker to reflect evidence of full coaching cycles of support.
 - h. Belief in all students and adults of being capable of meeting/teaching grade-level expectations is demonstrated through words and actions.
 - i. Support the implementation of curriculum standards, instructional strategies, and assessment practices aligned with district and state guidelines.
 - j. Observe classroom instruction, provide feedback and support to teachers, and facilitate professional development opportunities to improve teaching practices.
 - k. Collaborate with the school administration team to implement a schoolwide schedule and routines that maximize instructional time and includes time to meet intervention and tutoring for identified students
 - l. Plan and prioritize schedules in order to engage in instructional leadership activities focused on implementing school-level literacy plans
 - m. Collaborate with peers to enhance the instructional environment for students by participating in activities which may include, but are not limited to, team teaching, school leadership planning meetings, professional learning community meetings, grade-level meetings, staff development, and various committees.
 - n. Lead professional development activities at the school and district level.
 - o. Complete special projects as designated by the supervisor, such as summer school materials, etc.

- p. Serve on special committees (e.g., 504, Student Well-Being, SBLC, Pupil Progression/IAIP, Crisis, Dyslexia) as required by School Principal or district administration and perform related work as required.
 - q. Analyze student achievement data and other metrics to assess school performance and identify areas for improvement.
11. Foster positive relationships with parents, guardians, and community members through effective communication and literacy engagement strategies.
- a. Organize and attend parent meetings, school events, and community outreach activities, e.g., Adopt-a-School.
 - b. Address parent concerns and provide information about school programs, policies, and student progress as directed by the School Principal.
 - c. Exert every effort to provide clear and timely information at regular intervals to parents, caregivers, and colleagues regarding school expectations, student progress, student conduct, and ways they can assist student learning and behavior. Be available for parent-teacher conferences.
12. Collaborate with the school administration team and staff to establish and maintain a safe and positive campus atmosphere for students, staff members, families, and community stakeholders.
- a. Coordinate with district and school administration on the implementation of student support services.
 - i. Assist in addressing the academic, social, and emotional needs of students, collaborating with counselors and support staff as necessary.
 - b. Ensure a safe and secure learning environment by implementing and practicing emergency preparedness protocols.
 - i. Assist in the implementation of the crisis management plan.
 - ii. Assist in responding promptly to crises, incidents, and emergencies affecting the school community.
 - iii. Assist with safety drills and emergency preparedness training (including crisis management plan) for students and staff in accordance with district policy.
 - iv. Respond to safety concerns or incidents within the school community and implement appropriate safety measures.
 - c. Facilitate effective student discipline.
 - i. Implement campus wide discipline system/plan to promote a positive learning environment for all students that clearly follows the Richland Parish discipline guidelines.
 - ii. Address student misconduct in a consistent, positive, and fair manner.
 - iii. Incorporate problem-solving skills to manage student behavioral challenges.
 - iv. Support teachers in resolving discipline concerns proactively.
 - v. Monitor student conduct throughout the school building and grounds and enforce all policies and rules governing student conduct.
 - vi. Assist staff members in the orderly, expedient and safe transition of students from one location to another.
 - vii. Work with teachers, counselors, and parents to develop behavior plans for students as needed.
 - d. Take all necessary and reasonable precautions to protect students, equipment, books, materials, and facilities.
13. Perform various administrative duties in service of effective school operation, including but not limited to the following:

- a. Oversee parent/family literacy communications (e.g., newsletters, social media accounts, Remind);
 - b. Monitor teachers' planning, preparation, grading, and record-keeping, following up where necessary to ensure timely preparation and reporting of student progress;
 - c. Report student and staff accidents in coordination with school administration and responsible staff.
 - d. Attend after-school literacy events as scheduled for assigned school(s), including but not limited to in-person faculty meetings once per month and parent/family night events no more than six times per school year.
 - e. Respond to emails and phone calls from parents, school administrators, and staff in a timely manner.
 - f. Maintain an orderly physical office environment using an organizational system that is designed to support all students, with supplies, equipment, and resources accessible.
 - g. Maintain effective, efficient, and timely record-keeping procedures, including but not limited to physical inventory management, school and district literacy data, and student assessment data.
14. Provides direct support to assigned schools and teacher caseload.
15. Inform district leadership team of pertinent changes in guidelines, regulations, etc. related to areas of responsibility.
16. Act as technical advisor and resource person to assist others in area(s) of responsibility.

PROFESSIONAL RESPONSIBILITIES:

- 1. Maintain professional personal appearance and demonstrate respect for colleagues.
- 2. Attend work regularly; report to work on time; and provide advance notice of need for absence.
- 3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
- 4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
- 5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
- 6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
- 7. Keep the direct supervisor informed of the progress being made in the area(s) of responsibility.
- 8. Report to the Richland Parish School Board as needed or directed.
- 9. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by the supervisor.
- 10. Complete and submit all forms, reports, documentation, and training by required dates and in accordance with district expectations, policies, and procedures.
- 11. Remain open to suggestions and innovative ideas; receive and apply feedback.
- 12. Demonstrate competence in areas of responsibility.
- 13. Exert every effort to constructively involve stakeholders in all professional settings.
- 14. Communicate appropriately and work effectively with all populations.
- 15. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
- 16. Follow the specific requirements established by the School Board (LEA), State Department of

Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.

17. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed.

While the operation of the Richland Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee Printed Name: _____

Employee Signature: _____

Date Signed: _____