

**PLYMOUTH COMMUNITY SCHOOL CORPORATION
JOB DESCRIPTION**

JOB TITLE: Teacher / Reading

EXEMPT:

SALARY LEVEL: Determined by Certified Salary Schedule

LOCATION:

REPORTS TO: Building Principal

JOB GOALS: The reading coach has a multifaceted role within the elementary school building. The coach assists other staff members in their learning by observing and providing reflective feedback through a coaching model. The coach serves as an instructional leader and key implementer of the Plymouth reading program. The coach learns and models “Scientifically Based Reading Research” instructional strategies in a balanced literacy framework.

ESSENTIAL FUNCTIONS include the following. Other duties may be assigned.

1. Meets professional responsibilities.
2. Attends cognitive coaching training sessions and applies those strategies.
3. Assists in the presentation of all professional development in preparation to fulfill all literacy responsibilities by keeping current with student assessment, instructional methods and interventions in the area of reading.
4. Provides assistance with the implementation of Scientifically Based Research strategies, and interventions.
5. Model effective research based interventions when working with all instructional staff.
6. Collaborates effectively with Title I Literacy Coordinator, building principal, reading coaches, and teachers.
7. Plans and facilitates professional development and instructional modeling efforts with Title I Literacy Coordinator, building principal, and other reading coaches.
8. Assists in providing professional development regarding the background knowledge and administration of the various reading assessments at grades K-4.
9. Coordinates the assessment schedule for the Assistant Superintendent and Title I Literacy Coordinator.
10. Ensure school implementation of school-wide literacy plan with fidelity.
11. Assists with the collection and analysis of assessment data with K-4 teachers, building principal, Title I Literacy Coordinator, and Reading Leadership Team throughout the year.
12. Serve as expert in the DIBELS data system and assessment teams, provide refresher trainings, and work with teachers on data interpretation and making appropriate instructional decisions based on data.
13. Supports K-4 teachers in providing parent education. Is an active member of the GEI/STAT team. Specific duties are determined by the building principal.
14. Insures that Title I students data records are updated in the office by connecting with the building secretary.
15. Keeps up-to-date records for information needed for state reporting documents.
16. Perform other duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability

required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The position is designed to promote self-evaluation and reflection with and among teachers.

EDUCATION and/or EXPERIENCE:

Five years of teaching experience is preferred. A reading specialist, minor, endorsement, or reading recovery certification is preferred. Familiarity with Scientifically Based Reading Research (SBRR) and a balanced literacy framework are desirable.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of children, parents or employees of the school organization.

MATHEMATICAL SKILL:

Ability to work with and apply mathematical concepts appropriate for grade level content required.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATION:

Certification by the State of Indiana in teaching area(s).

PHYSICAL DEMANDS:

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 accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand; walk; sit; use hands to finger, handle, or feel objects, tools or controls; reach with hands and arms; and taste or smell.

The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee should be able to use the following machines, tools, equipment, and work aids which may be representative, but not all inclusive, of those commonly associated with this type of work: pen; pencil; pointer; slate; projection equipment; public address system; tape recorder; blackboard; chalk; charts; diagrams; examinations; manuals; maps; publications; reference books; textbooks; computers.

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.

The noise level in the work environment is usually moderate.

TERMS OF EMPLOYMENT:

185 days. Salary is determined by identifying experience and degree in the salary schedule.

EVALUATION:

Evaluation is described in the staff evaluation document.

Revised 8/30/06