



JOB DESCRIPTION

Job Title	Elementary Literacy/SEL Coach
Department	Teaching & Learning
Reports To	Building Principal
Classification	Certified
Location	
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to modification in accordance with applicable state and federal laws.

Job Summary

Responsibilities include working with school principal and teachers to improve student achievement within the framework of the Equitable Multi-Level Systems of Supports (EMLSS). The Literacy/SEL Coach must have an asset mindset. The Literacy Coach is responsible for supporting student achievement in the areas of reading and language arts by providing coaching with high quality instructional practices. The Literacy/SEL Coach will integrate social emotional learning (SEL) competencies into coaching practices while also providing coaching to all teachers and support staff to support the implementation of SEL and culturally responsive practices.

Essential Job Functions

- Model and braid literacy and Social Emotional Learning (SEL) best practices within an Equitable Multi-Level System of Supports framework using:
 - Equity and inclusion practices
 - Culturally responsive practices
 - Connections between literacy and social and emotional learning targets
 - Collaboration skills and protocols
 - Learning Targets
 - Student engagement practices
 - High quality instruction
 - Differentiation of instructional materials and practices
 - Technology integration
 - Classroom management
 - Data analysis
 - Balanced assessment system
 - Family engagement
- Act as coach to support implementation and fidelity of the universal curriculum in reading and language arts.
- Support the district's equity work.

- Participate in school leadership team and school improvement planning.
- Participate in the Tier II and Tier III teams.
- Assist with review of interventions and monitor student progress.
- Support the selection of district approved interventions.
- Coach grade level teachers and grade level teams on how to strategically use time structures to meet the needs of students needing Tier II/III supports, including Talented and Gifted (TAG).
- Support EL (English Language) and Special Education Teachers.
- Collaborate with classroom teachers and interventionists, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- Provide diagnostic assessments for students as needed.
- Develop coaching practices (student-centered, modeling, co-teaching, notice and name, etc.) to support teachers in/with implementation of effective instructional practices.
- Provide input for program development for district-wide English Language Arts.
- Support and provide professional development.
- Support and implement assessment tools and student achievement data management system at the building level.
- Collaborate with others to identify and meet the professional development needs of the school and district staff.
- Participate in ongoing professional development.
- Collaborate with the directors and coordinators from Academic Services, Student Services, and other internal stakeholder departments.

Ancillary Job Functions

- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of or eligibility for Wisconsin Reading Teacher license (316/1316) or commitment to obtain license within 2 years.
- Demonstrates an understanding and use of equitable and culturally responsive practices.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master's degree in Reading/Literacy Education
- Wisconsin Reading Teacher License (317/17/5017) preferred.
- Three years of successful classroom teaching experience at the elementary level

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Willingness to engage in ongoing learning of literacy practices
- Excellent interpersonal and communication skills
- Strong organizational skills
- Knowledge of collaboration practices, team teaching practices, and special education

- Knowledge in the areas of instructional methods, curriculum, and assessment
- Ability to build and maintain effective relationships with school administrators, staff, students, and families
- Demonstrates an understanding and use of equitable and culturally responsive practices

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office conditions and moderate noise levels

Physical Requirements – The physical demands described below 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 be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.