

VACANCY NOTICE: School-Based Structured Literacy Support Coach (CES)

2024-2025

The Jefferson County School System is seeking a qualified candidate to become the School-Based Structured Literacy Support Coach at Carver Elementary school. General job requirements are listed below. Qualified individuals may make application by submitting a letter of interest along with a detailed resume to the JCBOE. Applicants should provide at least three references able to speak to actual experience. Please include copies of all certifications/licenses relevant to this position. Applications can be emailed to vacancies@jefferson.k12.ga.us or mailed to Jefferson County Board of Education, 1001 Peachtree Street, Louisville, GA 30434. The outside of the envelope or the subject line of the email should reference "CES School-Based Structured Literacy Support Coach."

Job Description

General Responsibilities

School-Based Structured Literacy Support Coaches will work in assigned schools to support the Georgia Early Literacy Act and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. School-Based Structured Literacy Support Coaches will provide a non-threatening, open, professional, and collaborative work relationship with principals, other academic coaches, and K-3 teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

Specific Responsibilities

- Assist principals and other leadership in assigned schools with aligning schoolwide systems, processes, and resources to structured literacy as defined by Georgia Early Literacy Act.
- Assist school administrators and other leadership with providing regular and user-friendly data reports to their respective districts and other stakeholders.
- Assist K-3 teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan's implementation.
- Collaborate with Regional Structured Literacy Support Coaches to design and conduct professional development to meet the varied needs of K-3 teachers.
- Facilitate and lead structured coaching cycles with teachers, fostering a collaborative and growth-oriented environment that includes goal setting, modeling, lesson observation, constructive feedback, and reflective discussions to enhance literacy instruction and student outcomes.

- Provide clear, practical, timely, and candid written and oral feedback to teachers about their instruction.
- Conference with teachers identified for additional support to create, implement, and monitor goals and plans for improving practice.
- Meet regularly with principal, other school-based coaches, and K-3 teachers to review data and make recommendations for adjustments in instructional practices.
- Maintain an organized system for documenting coaching services.

Knowledge, Skills, and Attributes

A thorough understanding of the following is vital:

- Reading processes, acquisition, assessment, and instruction,
- Systematic, explicit instructional process,
- Instructional coaching approaches and strategies for teaching adult learners,
- Scientific reading research and its application to effective classroom instruction, structure, and practices, as well as intervention,
- Georgia Standards for Excellence in English Language Arts, Social Studies, Science as well as new Georgia K-12 ELA Standards
- Multi-Tiered Systems of Support and
- Data analysis and application.

Required Qualifications

- Valid Georgia Teaching or Service Certificate at level 4 or higher,
- Bachelor's degree in Elementary Education or Special Education or a related field,
- Advanced preparation in Reading/Literacy through completion of Reading Endorsement, Dyslexia Endorsement, or independent training program approved by International Dyslexia Association,
- Minimum of 5 years elementary teaching experience including evidence-based word recognition and comprehension instruction
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Preferred Qualifications

- Master's degree in Elementary Education, Reading, Special Education, or related field
- Advanced preparation in instructional coaching through completion of Coaching Endorsement, Teacher Leader Endorsement, or independent training program (e.g. Instructional Coaching Group), or
- 3 years instructional leadership experience including curriculum design, professional development, and implementation support at the school or district level.

Assurances

The school-based literacy coach will:

- Provide monthly reports related to the literacy components of the school improvement plan.

- Meet monthly with the regional structured literacy support coach as a professional learning community to ensure consistency of services and discuss trends in needs across districts.
- Attend regular training and professional learning sessions developed by the statewide structured literacy coaching coordinator.
- Assist principals and other leadership in assigned schools with aligning schoolwide systems, processes, and resources to structured literacy as defined by Georgia Early Literacy Act.
- Assist school administrators and other leadership with providing regular and user-friendly data reports to their respective districts and other stakeholders.
- Assist K-3 teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan's implementation.
- Collaborate with Regional Structured Literacy Support Coaches to design and conduct professional development to meet the varied needs of K-3 teachers.
- Facilitate and lead structured coaching cycles with teachers, fostering a collaborative and growth-oriented environment that includes goal setting, lesson observation, constructive feedback, and reflective discussions to enhance literacy instruction and student outcomes.
- Provide clear, practical, timely, and candid written and oral feedback to teachers about their instruction.
- Conference with teachers identified for additional support to create, implement, and monitor goals and plans for improving practice.
- Meet regularly with principal, other school-based coaches, and K-3 teachers to review data and make recommendations for adjustments in instructional practices.
- Maintain an organized system for documenting coaching services.

Application deadline: Friday, April 12, 2024 (Must be received by this date if mailed)

Top finalists will be contacted to set up interviews.