



## CERTIFIED TEACHER ON ASSIGNMENT CLASSIFICATION DESCRIPTION

|                                                                                                                                                                                                                                                  |                                                                                                                                                       |                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Job Classification Title:                                                                                                                                                                                                                        | <b>Certified Teacher on Assignment</b>                                                                                                                |                                                                                                                   |
| Working Title(s):                                                                                                                                                                                                                                | <b>Teaching &amp; Learning Coach; Teaching &amp; Learning Coach:<br/>Exceptional Student Services, Foundational Literacy Coach (Grant<br/>Funded)</b> |                                                                                                                   |
| FLSA Status:                                                                                                                                                                                                                                     | Exempt                                                                                                                                                | Pay Grade:<br>C42 Teaching and Learning Coach<br>C43 Teaching and Learning Coach: Exceptional<br>Student Services |
| <i>This job classification description is intended to be generic in nature and not an exhaustive list of all duties and responsibilities. The specific tasks/duties may vary based on position assignment and as determined by the District.</i> |                                                                                                                                                       |                                                                                                                   |

### **JOB CLASSIFICATION SUMMARY**

The Teaching and Learning Coach is an instructional coach responsible for improving teacher efficacy and student achievement in their specialized area of assignment, ensuring safe and effective educational environments. This position may receive a Level V Addendum (see Addendum Schedule) for work beyond contract. Foundational Literacy Coach is a grant funded do not qualify for an addendum as the position does not include work beyond contract.

### **DISTINGUISHING CHARACTERISTICS**

The Teaching and Learning Coach serves as a catalyst for instructional excellence and student achievement. They partner closely with educators to set meaningful goals, devise actionable plans, and implement effective teaching methodologies to foster student growth and positive outcomes.

### **ESSENTIAL DUTIES**

*The following are intended to describe core work functions of this classification. While the level and broad nature of essential duties may not change, specific work tasks will vary over time depending on the District's needs.*

*\* In-person attendance is an essential function of this classification.*

Core Responsibilities (All Coaching Positions):

- Coaching & Observation: Conduct observations and provide appropriate modeling, coaching, and feedback on instruction that meets district expectations. Facilitate goal-setting, direct and reflective coaching sessions, and initial planning meetings using content standards, curriculum, and data.
- Instructional Support: Support the development of all teachers in understanding and



## CERTIFIED TEACHER ON ASSIGNMENT CLASSIFICATION DESCRIPTION

implementing Creighton's curriculum, assessments, and the Danielson Framework for Teaching. Demonstrate lessons with pre- and post-discussions, analysis, and action planning.

- Data & Culture: Facilitate the Data Wise Cycle by collecting, analyzing, and acting on instructional and assessment data. Foster a positive culture of adventurous thinkers, collaborative learners, and kind-hearted leaders.
- Collaboration & Implementation: Collaborate with site and district leaders to support the effective implementation of district curriculum, expectations, and initiatives. Lead assigned district-led initiatives and projects.
- Record Keeping: Maintain organized and accurate records of professional goals, progress, and coaching services.

### Specific Duties Delineated by Position:

- Foundational Literacy Coach (Grant Funded - Grade C42)
  - Arizona Department of Education Job Description is included as an appendix in this Classification Description for further information.
- Language Acquisition (Grade C42):
  - Assist in the planning and implementation of instruction for multilingual learners, including Targeted and Integrated Structured English Immersion (SEI) and Dual Language Immersion (DLI) programs.
  - Assist in the planning and implementation of a literacy block emphasizing early literacy components (phonemic awareness, phonics, vocabulary, fluency, language).
  - Develop curriculum and resources for language learning.
- Literacy (Grade C42):
  - Assist in planning and implementing a literacy block for core instruction and intervention, emphasizing phonemic awareness, phonics, comprehension, vocabulary, fluency, and language for early literacy.
  - Develop curriculum and resources for literacy and related content.
- Math (Grade C42):
  - Assist in planning and implementing a math block that includes core instruction and intervention, emphasizing conceptual understanding, problem solving, fluency, and computational math skills.
  - Develop curriculum and resources for math and related content.
- Science and The Arts (Grade C42):
  - Assist in planning and implementing a science block utilizing an inquiry approach via the 5E framework, phenomenon-based, and three-dimensional learning with performance-based assessments.
  - Assist in planning and implementing an Arts block and Physical Education block focusing on creativity, skill development, and physical well-being.
  - Develop curriculum and resources for science, arts, and physical education.



## CERTIFIED TEACHER ON ASSIGNMENT CLASSIFICATION DESCRIPTION

- Student Support: (Grade C42):
  - Assist in planning and implementing classroom management strategies to build competence in emotional regulation, social skills, mindset, and conflict resolution.
  - Collect and analyze class climate and student behavior data to recommend teaching and learning modifications.
  - Develop curriculum and resources for emotional regulation, social skills, mindset, and conflict resolution.
- Exceptional Student Services (Grade C43):
  - Assist in the planning and implementation of instruction for exceptional students and students with special needs. Provide coaching, modeling, and feedback to support instruction in research-based special education strategies to meet individualized student achievement goals.
  - Coach and monitor the implementation of compliance requirements based on state and federal regulations, including the Individuals with Disabilities Education Act (IDEA).
  - Provide training and support to designated teachers on compliance, including oversight of the ADE Monitoring Manual/Student Form components and the implementation of Alternative Assessments.
  - Support sites in mentoring teachers on special education compliance and instructional best practices.
  - Serve as a district representative in Individualized Education Program (IEP) and Multidisciplinary Evaluation Team (MET) meetings as needed.

### **KNOWLEDGE**

- Instructional coaching approaches and strategies for teaching adult learners.
- Subject matter expertise and systematic/explicit instructional processes relevant to the area of assignment.
- Arizona content area standards appropriate to the role (e.g., ELA, Math, Science, Arts, Physical Education, English Language Proficiency, World Language Standards, Special Education).
- Science of Reading (applicable to Language and Literacy roles).
- Effective instructional pedagogy, class climate building, and behavior management strategies aligned with Domains 1, 2, and 3 of the Danielson Framework for Teaching.
- Assessment systems, practices, and the Multi-Tiered System of Supports (MTSS) model.
- District policies, procedures, and organization structure.

### **SKILLS**

- Facilitating professional learning for adults.
- Effective time management, written, and oral communication, including the ability to articulate complex concepts clearly.
- Establishing and maintaining harmonious working relationships with tact, diplomacy, and



## CERTIFIED TEACHER ON ASSIGNMENT CLASSIFICATION DESCRIPTION

patience.

- Utilizing a variety of computer-based technologies and equipment.
- *Preferred:* Bilingual (Spanish/English) is a plus, and specifically preferred if placed at a Dual-Language Spanish immersion school.

### **MINIMUM QUALIFICATIONS** (for new hires at job entry)

#### Education and Experience:

Bachelor's degree in education and/or field of teaching expertise; or an equivalent combination of directly-related education and experience with a minimum of 3 years of documented successful teaching experience (preferred across multiple grade bands).

Leadership: Demonstrated leadership experience in educational settings, particularly in coaching or mentoring roles, with a proven track record of building trust with colleagues, administrators, and students.

Expertise: Enthusiasm and expertise in designated focus areas, including curriculum development, assessment, and instructional technology.

#### Required Certifications/Licenses:

- Valid Arizona Teaching Certificate and appropriate endorsements for content or grade level of instruction.
- Arizona Fingerprint Clearance Card (FPCC).
- Arizona Class D Drivers License
- Optional Requirement: Arizona Teacher Leader, PreK-12 Endorsement
- Role-Specific Requirements:
  - Language Acquisition Coach: Arizona Structured English Immersion, PreK-12 Endorsement
  - Literacy Coach: Arizona K-5 Literacy Endorsement or similar qualification, or evidence of progress toward an Arizona literacy endorsement.
  - Exceptional Student Services: Arizona Special Education Certification/Endorsement
  - Foundational Literacy Coach: See Appendix

### **CLASS HISTORY INFORMATION**

Created: 6/2026

Amendments:



**CERTIFIED TEACHER ON ASSIGNMENT  
PHYSICAL & ENVIRONMENTAL  
FACTORS**

**OVERALL PHYSICAL STRENGTH DEMANDS:**

| <b>Physical Strength for this classification is indicated below with an "X"</b> |                                                                                                                                                           |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/>                                             | Sedentary: Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.                                                |
| <input type="checkbox"/>                                                        | Light: Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly OR requires walking or standing to a significant degree. |
| <input type="checkbox"/>                                                        | Medium: Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly.                                                             |
| <input type="checkbox"/>                                                        | Heavy: Exerting 50-100 lbs. occasionally, 10-25 lbs. frequently, or up to 10-20 lbs. constantly.                                                          |
| <input type="checkbox"/>                                                        | Very Heavy: Exerting over 100 lbs. occasionally, 50-100 lbs. frequently, or up to 20-50 lbs. constantly.                                                  |

**PHYSICAL DEMANDS:**

| C                                   | F                                   | O                                 | R                           | N                     |
|-------------------------------------|-------------------------------------|-----------------------------------|-----------------------------|-----------------------|
| Continuously<br>2/3 or more<br>time | Frequently<br>1/3 to 2/3 of<br>time | Occasionally<br>Up to 1/3<br>time | Rarely<br>< 1 hour per week | Never<br>Never occurs |

Note: This is intended as a description of the way the job is currently performed. It does not address the potential for accommodation.

| Physical Demand | Brief Description                                                         | C                        | F                                   | O                                   | R                                   | N                                   |
|-----------------|---------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Standing        | Communicating with co-workers, observing work site, observing work duties | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Sitting         | Desk work                                                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Walking         | To other departments/offices/office equipment                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Lifting         | Supplies, files                                                           | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Carrying        | Supplies, files                                                           | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Pushing/Pulling | File draws, tables and chairs                                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Reaching        | For supplies, for files                                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Handling        | Paperwork                                                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Fine Dexterity  | Computer keyboard, telephone pad, calculator, calibrating equipment       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Kneeling        | Filing in lower drawers, retrieving items from lower shelves/ground       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Crouching       | Filing in lower drawers, retrieving items from lower shelves/ground       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Crawling        | Under equipment                                                           | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Bending         | Filing in lower drawers, retrieving items from lower shelves/ground       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Twisting        | From computer to telephone, getting inside vehicles                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Climbing        | Stairs, step stool                                                        | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |



**CERTIFIED TEACHER ON ASSIGNMENT  
PHYSICAL & ENVIRONMENTAL  
FACTORS**

|                 |                                                                                   |                                     |                          |                          |                                     |                                     |
|-----------------|-----------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Balancing       | On step stool                                                                     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Vision          | Reading, computer screen, driving                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Hearing         | Communicating with co-workers and public and on telephone, listening to equipment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Talking         | Communicating with co-workers and public and on telephone                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Foot Controls   | Driving                                                                           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Other (Specify) |                                                                                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |



**CERTIFIED TEACHER ON ASSIGNMENT  
PHYSICAL & ENVIRONMENTAL  
FACTORS**

**MACHINES, TOOLS, EQUIPMENT, SOFTWARE AND HARDWARE:**

Basic office tools and equipment.

**ENVIRONMENTAL FACTORS:**

| <b>D</b><br>Daily | <b>W</b><br>Several Times Per Week | <b>M</b><br>Several Times Per Month | <b>S</b><br>Seasonally | <b>N</b><br>Never |
|-------------------|------------------------------------|-------------------------------------|------------------------|-------------------|
|-------------------|------------------------------------|-------------------------------------|------------------------|-------------------|

| <b>Health &amp; Safety Factors</b> | <b>D</b>                            | <b>W</b>                 | <b>M</b>                 | <b>S</b>                            | <b>N</b>                            | <b>Health &amp; Safety Factors</b> | <b>D</b>                 | <b>W</b>                 | <b>M</b>                 | <b>S</b>                 | <b>N</b>                            |
|------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Mechanical Hazards                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Respiratory Hazards                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Chemical Hazards                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Extreme Temperatures               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Electrical Hazards                 | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Noise and Vibration                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Fire Hazards                       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Wetness/Humidity                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Explosives                         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Physical Hazards                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Communicable Diseases              | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                                    |                          |                          |                          |                          |                                     |
| Physical Danger or Abuse           | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                    |                          |                          |                          |                          |                                     |
| Other (Specify Below)              | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                                    |                          |                          |                          |                          |                                     |
|                                    |                                     |                          |                          |                                     |                                     |                                    |                          |                          |                          |                          |                                     |

**PROTECTIVE EQUIPMENT REQUIRED:**

None.

**NON-PHYSICAL DEMANDS:**

| <b>C</b><br>Continuously<br>2/3 or more<br>time | <b>F</b><br>Frequently<br>1/3 to 2/3 of<br>time | <b>O</b><br>Occasionally<br>Up to 1/3<br>time | <b>R</b><br>Rarely<br>< 1 hour per week | <b>N</b><br>Never<br>Never occurs |
|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------|-----------------------------------------|-----------------------------------|
|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------|-----------------------------------------|-----------------------------------|

| <b>Description of Non-Physical Demands</b>    | <b>C</b>                 | <b>F</b>                            | <b>O</b>                            | <b>R</b>                 | <b>N</b>                            |
|-----------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| Time Pressure                                 | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Emergency Situation                           | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Frequent Change of Tasks                      | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Irregular Work Schedule/Overtime              | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Performing Multiple Tasks Simultaneously      | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Working Closely with Others as Part of a Team | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |



**CERTIFIED TEACHER ON ASSIGNMENT  
PHYSICAL & ENVIRONMENTAL  
FACTORS**

|                               |                          |                          |                                     |                          |                          |
|-------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Tedious or Exacting Work      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Noisy/Distracting Environment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (Specify Below)         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
|                               |                          |                          |                                     |                          |                          |



**CERTIFIED TEACHER ON ASSIGNMENT  
PHYSICAL & ENVIRONMENTAL  
FACTORS**

**PRIMARY WORK LOCATION**

|                                     |                                |
|-------------------------------------|--------------------------------|
| <input type="checkbox"/>            | Office Environment             |
| <input type="checkbox"/>            | Warehouse                      |
| <input type="checkbox"/>            | Shop                           |
| <input type="checkbox"/>            | Recreation/Neighborhood Center |
| <input type="checkbox"/>            | Vehicle                        |
| <input type="checkbox"/>            | Outdoors                       |
| <input checked="" type="checkbox"/> | Other (Specify Below)          |
|                                     | Classroom environment          |



## CERTIFIED TEACHER ON ASSIGNMENT FOUNDATIONAL LITERACY COACH APPENDIX (ADE)

### SIGNATURE – REVIEW AND COMMENTS:

I have reviewed this description and find it to be an accurate representation of the demands of the classification.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Job Title of Supervisor

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Job Title of Department Head

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Date

Comments: \_\_\_\_\_

\_\_\_\_\_  
The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this classification. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required. This description is subject to modification as the needs and requirements of the classification change.

**CERTIFIED TEACHER ON ASSIGNMENT  
FOUNDATIONAL LITERACY COACH APPENDIX (ADE)**

## Appendix

### Foundational Literacy Coach Job Description

#### Job Summary:

The Arizona Department of Education supports the hiring of Foundational Literacy Coaches for the purpose of facilitating and assisting pre-k-3 teachers to increase performance of their students' early literacy skills, measured on the state reading assessment and approved literacy screener. The coaches will facilitate learning aligned to science of reading research and provide technical assistance to teachers that will improve implementation of aligned practices into daily literacy instruction and intervention. This work includes the integration of the Arizona's English Language Arts (ELA) Standards and Arizona's Early Learning Language and Literacy Standards, locally determined literacy curricula and intervention programs, and use of data collected from the administration of formal and informal assessment tools.

The Foundational Literacy Coach is responsible for assisting teachers in the implementation and effective delivery of scientifically based reading instruction with a focus on Tier 1/Core. Coaches will provide appropriate services to their assigned school for a cohesive, sustained, intensive, and classroom focused approach that is rigorous, engaging, and relevant for students. Literacy coaches will provide a non-threatening, open, professional, and collaborative work relationship with district/charter-level school personnel, other school-based coaches, principals, and teachers. They will be required to use data to effectively identify the needs of the assigned school to prioritize, schedule, organize, and provide technical assistance that builds educator capacity to provide effective literacy instruction so that students meet age and grade level literacy expectations by the end of 3rd grade and beyond.

#### Major Responsibilities:

Responsibilities of the foundational literacy coach include building the capacity of pre-k-3<sup>rd</sup> grade classroom teachers, ESS teachers, and reading interventionists in reflective practice focused on improving reading instruction/student achievement in following ways:

- Provide information and training to teachers in a variety of settings (e.g., whole group staff development, grade level meetings, one-on-one)
- Model and co-teach instructional strategies and techniques
- Support teachers in implementation of new skills through instructional or facilitative coaching
- Observe new and experienced teachers in the classroom during the reading instructional tiers to provide specific one-on-one feedback regarding evidence-based practices to individual teachers during the coaching conferencing process

- Assist in planning and implementation of a 90 to 120-minute K-3 literacy block with an emphasis on phonemic awareness, phonics, comprehension, vocabulary, fluency, in addition to oral and written language
- Assist in planning and implementation of developmentally appropriate pre-k literacy practices with an emphasis on language, emergent literacy and emergent writing
- Provide professional learning opportunities related to core and intervention instruction
- Provide resources, tools, and research for enhancing instructional practices
- Support teachers to deepen their understanding of content knowledge, evidence-based reading strategies, and how to use a variety of assessments to monitor student achievement
- Support grade level teams in analyzing data and designing next steps for instruction
- Maintain records related to coaching cycles, professional development, and data related to early literacy screening
- Meet with the school administration and leadership team on a regular basis to examine school data and assist in school-wide planning and implementation of meaningful literacy professional learning opportunities
- Support the development of the MOWR literacy plan as a member of the school literacy team
- Engage in reading data conversations with teachers and assisting in goal setting, data/evidence collection and analysis, instruction, and assessment
- Support teachers' collaborative work to plan reading lessons, small group differentiation, and interventions
- Align efforts to the school's mission, vision, and literacy plan as they coincide with current reading research
- Stay informed of latest reading research
- Build trusting and respectful relationships
- Maintain a high level of ethical behavior and confidentiality
- Recognize and celebrate accomplishments of all teachers
- Continue to build knowledge and understanding of evidence-based practices in early literacy and coaching
- Network with other literacy coaches

### **Knowledge, Skill, and Ability**

#### Knowledge:

- Knowledge of evidence-based research in the areas of reading, writing, listening, and speaking, and language
- Knowledge of the essential components of reading instruction
- Knowledge of the science of reading and structured literacy
- Knowledge of the Move on When Reading (MOWR) legislation

- Knowledge of Arizona's English Language Arts (ELA) Standards and Arizona Early Learning Standards (AZELS)
- Knowledge of literacy assessment systems, practices, and types
- Knowledge of effective strategies in working with adult learners
- Knowledge of evidence-based practices in literacy
- Knowledge and experience in literacy instruction, literacy intervention, and development of and/or implementation of instructional literacy resources
- Knowledge of reading processes, acquisition, assessment, and instruction
- Knowledge of scientific reading research and its application to effective classroom instruction, structure, and practices, as well as intervention
- Knowledge of multi-tiered system of supports model, and data analysis and application

#### Skills:

- Systematic, explicit, instructional delivery
- Experience providing professional development and technical assistance directly to school and district/charter staff
- Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals
- Ability to administer and interpret reading assessments and use data to determine professional development needs, and recommend changes to improve school-wide and/or classroom instructional practices
- Ability to rapidly acquire and apply new skills and information
- Ability to provide effective instructional feedback
- Ability to identify problems and develop appropriate solutions
- Use effective written and oral communication skills, including the ability to engage in difficult and candid conversations with a variety of stakeholders
- Demonstrated leadership/managerial skills
- Demonstrated team building skills
- Demonstrated collaboration and facilitation skills

#### Abilities:

- Motivating others to achieve
- High degree of professionalism to ensure and protect the confidentiality of educators and students
- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively
- High quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions

- Persistent despite obstacles
- Ability to orchestrate change
- Valuing lifelong learning
- Belief that a coach can make a difference, despite the nature of the challenges
- Desire to grow professionally

#### Licenses/ Certifications

- Master's degree in education or related field with 3 years documented successful experience teaching reading OR bachelor's degree in education or related field with 5 years documented successful experience teaching reading with a minimum of 3 years of literacy experience at the State, District/Charter, or School Level
- Valid Arizona Teaching Certificate
- **Reading Endorsement or K-5 Literacy Endorsement**

#### Preferred and Additional Qualifications:

- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback / surveys, letters from participants, etc.)
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers
- Experience leading others in a collaborative process
- Experience analyzing and using student achievement data for instructional purposes
- Ability to travel occasionally