

Adolescent Literacy Coach

Position Type:
Educational Services/Literacy Coach

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Location:
MOESC Teaching & Learning

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Overview and Background

The Ohio Department of Education and Workforce seeks to install high-qualified literacy coaches to support implementation of Ohio's Plan to Raise Literacy Achievement in identified schools across the state. Under House Bill 33, the Department directs literacy coaches to provide literacy support to school districts, community schools, and STEM schools with the lowest rates of proficiency in literacy. Coaches will implement Ohio's Literacy Coaching Model (see Appendix C of [Ohio's Plan to Raise Literacy Achievement](#), and forthcoming implementation playbook) by providing both systems and instructional coaching to support the implementation of a multi-tiered system of support for literacy.

Coaches will:

- Provide appropriate support at the building and classroom level related to language and literacy instruction that is aligned with [Ohio's Plan to Raise Literacy Achievement](#) and [Ohio's Learning Standards for English Language Arts](#).
- Build collaborative relationships with building-level administrators and staff, school-based literacy coaches, educators and community partners.
- Effectively identify needs of identified schools and educators to develop a coaching service delivery plan that supports local literacy improvement plans to improve reading outcomes and support implementation of professional learning in evidence-based literacy instruction and high-quality instructional materials.
- Provide systems (building-level) and instructional (classroom-level) coaching to support the implementation of a multi-tiered system of support for literacy.

Position Information and Description

Eligibility and Qualifications

The following are minimum qualifications for the Literacy Coach:

- A master's degree in education, with either reading or literacy endorsements on state license.
- Three (3) to five (5) years of successful classroom teaching that includes reading/literacy instruction in grades K-12.
- Completion of a professional development program or course in evidence-based language and literacy instruction.



- Expertise in how to improve student learning through the implementation of high-quality evidenced-based reading/literacy strategies.
- Experience providing and coaching structured literacy instruction.
- Evidence of previously producing professional development materials specific to language and literacy development.
- Experience with coaching and consulting skills, including mentoring and providing feedback about instruction to classroom teachers.
- Knowledge of how to analyze and use student and adult implementation data to drive instruction.
- Experience collaborating with and leading others.
- Experience facilitating and interpreting screening measures for identifying students at-risk for reading difficulties.

The following are the preferred qualifications:

- A master's degree in reading or literacy education, or master's degree in a related area.
- Completion of a professional development program accredited by the International Dyslexia Association (accreditation or accreditation plus level).
- Experience working with administrators.
- Experience facilitating or participating in the [Ohio's Improvement Process](#).
- Experience designing and implementing district-wide or school-wide multi-tiered system of supports with an understanding of academic and behavioral integration.
- Experience providing instruction to individuals with dyslexia or individuals with risk factors for dyslexia.
- Successful experience as a provider of professional development and technical assistance specific to evidence-based language and literacy development.

General Responsibilities

Literacy coaches will work at the direction of the Ohio Department of Education and Workforce to coordinate and provide literacy services to school districts, community schools and STEM schools with the lowest rates of proficiency in literacy, focused on providing cohesive, sustained, intensive, classroom-focused supports in addition to support for building and strengthening literacy systems. Coaches will work collaboratively with building and district-level personnel, community partners and regional service providers. Coaches will support schools in identifying needs, implementing evidence-based language and literacy practices and monitoring effectiveness in order to support students in becoming proficient readers.

Major Duties and Responsibilities

School and District Level (85% of Time)

- Provide daily intensive support to school-based personnel (including instructional coaches, administrators, educators, etc.) to build their capacity in support evidence-based language and literacy instruction.
- Monitor district-level, school-level, and classroom-level data to help provide targeted support to literacy leadership teams, coaches and teachers.
- Model effective coaching and feedback practices.
- Facilitate and support analysis of a literacy-specific needs assessment.
- Assist administrators in developing, implementing and monitoring a building-level literacy improvement plan, including an implementation plan for the reading components of a multi-tiered system of supports, aligned to Ohio's Plan to Raise Literacy Achievement and the requirements of Ohio's literacy policies.
- Provide support in selection and de-selection processes of high-quality instructional materials, programs and practices for literacy.
- Facilitate professional development in evidence-based strategies for effective literacy instruction.
- Provide feedback and support to instructional coaches and/or peer coaching teams regarding coaching practices, implementation plans and goal setting.
- Meet regularly with teacher-based teams and building-level teams to review data and implement changes and adjustments to instruction and classroom practice.
- Maintain coaching logs and document coaching services.

Regional and State Level (15% of Time)

- Collaborate with other literacy coaches to support implementation of Ohio's coaching model.
- Participate in regional literacy networking opportunities and support district and school involvement.
- Communicate consistent messaging regarding Ohio's Plan to Raise Literacy Achievement.
- Participate in coaching, mentoring and evaluation activities with supervising regional literacy coaching coordinator and state level leads.
- Participate in ongoing training, support and networking to support implementation of Ohio's Plan to Raise Literacy Achievement and development as a literacy content expert.
- Maintain feedback loop with DEW and participate in monitoring related to coaching activities.

Knowledge, Skills and Dispositions

Knowledge

A thorough understanding of the following is essential:

- Reading acquisition, assessment and instruction.
- Effective strategies for language and literacy instruction, aligned with the science of reading.
- Explicit and systematic reading instruction.
- Ohio's Learning Standards in English language arts and literacy.
- Instructional coaching practices and strategies for supporting adult learners.
- Data-driven decision making to support all learners through a multi-tiered system of support.

Skills



- Delivering explicit and systematic reading instruction in grades K-5 and/or intervention grades 6-12.
- Administering assessments and measures of essential early literacy skills, interpreting results and using data to drive instruction.
- Administering system fidelity assessments, interpreting results to set goals, identify additional professional learning needs and recommend changes to improve schoolwide and/or classroom instructional practices.
- Ability to rapidly acquire and apply new skills and information.
- Ability to provide and receive effective instructional feedback.
- Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals.
- 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.

Dispositions

- Sense of urgency for literacy achievement.
- Motivating others to perform at high standards.
- 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 peers and colleagues.
- Persistent despite obstacles.
- Ability to orchestrate change.
- Value lifelong learning.
- Belief that a coach can make a difference, despite the nature of the challenges.
- Desire to grow professionally.
 - Belief that all students can become proficient readers.

