

## ADMINISTRATIVE PROCEDURES

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	400 – PERSONNEL & EMPLOYEE	<b>CODE:</b>	AP 447
<b>SECTION:</b>	RELATIONS		
<b>PROCEDURE:</b>	<b>ROLE OF LITERACY ACHIEVEMENT COACH</b>		

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### BACKGROUND

A literacy achievement coach is a trained professional who has a very strong background in both theory and the practice of literacy. The literacy achievement coach supports, models, and continuously implements scientifically based literacy research in instructional strategies to ensure improvement for all students. In cooperation with the student support services teacher (who also serves as a literacy achievement coach), the literacy achievement coach provides intense specialized instruction to struggling readers (below adequate and at-risk students) in predetermined blocks (Tier II Intervention).

Literacy achievement coaches will be assigned to schools annually at the discretion of the Director of Education/designate in consultation with appropriate division and school personnel.

### JOB DESCRIPTION

1. Immediate Supervisor: Principal
2. Minimum Qualifications
  - 2.1 Bachelor of Education Degree.
  - 2.2 Significant successful experience in teaching literacy.
  - 2.3 Preferred expertise across subject areas and grade levels.
  - 2.4 The ability to collaborate and work in a team setting.
  - 2.5 Effective written and oral communication skills.
3. Knowledge, Skills and Abilities
  - 3.1 General Literacy
    - 3.1.1 In-depth knowledge of learning processes, acquisition, assessment and instruction.
    - 3.1.2 Knowledge of differentiated classroom instructional practices that promote student success.

- 3.1.3 Demonstrated ability to be reflective of their practices and making adaptations that improve instruction.
- 3.1.4 Experience in using assessment results to guide instruction.
- 3.1.5 Excellent oral and written communication skills.
- 3.1.6 Knowledge and ability to use various forms of education technology.
- 3.2 Reading Literacy
  - 3.2.1 Comprehensive knowledge, gained by formal or informal learning, about the content and methodology to effectively balance reading and literacy instruction, as it is expressed in these key areas of the CTTCS Literacy Pathway:
    - 3.2.1.1 Listening,
    - 3.2.1.2 engaging in conversations,
    - 3.2.1.3 exploring words, including phonological awareness and phonics skills, vocabulary, and fluency,
    - 3.2.1.4 comprehension,
    - 3.2.1.5 representing ideas,
    - 3.2.1.6 exploring how print works.
  - 3.2.2 Knowledge of successful techniques in classroom organization and instructional planning for effective reading literacy instruction.
  - 3.2.3 Knowledge of how to administer the division literacy assessments.
  - 3.2.4 Knowledge of how to use assessment data to monitor learning and to guide instruction.
  - 3.2.5 Knowledge of effective researched based strategies for literacy intervention
  - 3.2.6 Knowledge of how to connect the use of informal assessment measures to determine which students require intervention.

#### 4. Reports to: Principal

#### 5. Performance Responsibilities

##### 5.1 General

- 5.1.1 In collaboration with the school team,
  - 5.1.1.1 determines students for placement in literacy intervention.
  - 5.1.1.2 develops a schedule that is appropriate and equitable within the school so that the objectives of the literacy program will be achieved.

- 5.1.1.3 identifies best practices for providing reading intervention for individuals or small groups.
    - 5.1.1.4 provides data and participates in decisions about student progress.
  - 5.1.2 Works in collaboration with the classroom teacher to parallel instruction and make adjustments as required.
  - 5.1.3 *Understands the RTI process and Tiered intervention.*
  - 5.1.4 Uses identified research-based intervention strategies, focused on individual student needs.
  - 5.1.5 Conducts and maintains data-based documentation of continuous monitoring of student progress.
  - 5.1.6 Supports the administration of school and division level assessments.
  - 5.1.7 Effectively supports school and division literacy initiatives.
  - 5.1.8 Consistently meet deadlines.
  - 5.1.9 Participates in professional learning opportunities to build capacity as a literacy resource.
  - 5.1.10 Establishes and maintains a positive and safe learning environment *in which students are encouraged in the learning process.*
- 5.2 School Improvement
  - Ensures the literacy goals of the division and school are met in collaboration with the school team.
- 5.3 Performs other reasonable and equitable job-related duties as assigned by the school principal.

## 6. Evaluation

- 6.1 Performance on this job will be evaluated in accordance with Board policy and administrative procedures on evaluation of professional personnel.
- 6.2 The work of the literacy achievement coach will be evaluated by the School Principal.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act  
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