



JOB DESCRIPTION

JOB TITLE: **K-3 CIA Literacy Coach**

Position Type: Certified	Department: Curriculum, Instruction & Assessment
Salary Schedule: Certified	Location: District Office
Reports to: Director of Academics and Assessments	Shift: Day
Term of Employment: 9 months	
Approved By: Human Resources	Date: March 11, 2026

POSITION SUMMARY:

The Literacy Coach provides job embedded support that is ongoing and responsive to teacher and student needs based on data. He or she engages staff in the study and use of effective literacy instruction and intervention strategies to meet the academic needs of all K-3 students. Professional development deployed by Literacy Coaches is responsive to achievement data, aligned with DVUSD improvement efforts, and coordinated to maximize the investment of district resources.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

Pedagogical and Instructional Support:

- Supports an increase in the quality and effectiveness of classroom literacy instruction Tier I and literacy intervention in Tier II and III.
- Collaborates to identify opportunities for improvement, models lessons, co-plans, co-teaches, and fosters reflection in classrooms.
- Components of modeling include: use of data to determine need, identify essential standard, planning with the teacher or team prior to teaching the lesson, delivering the lesson, debriefing with the teacher or team to identify strengths and opportunities for improvement, coaching the teacher and teaching follow-up lessons using a coaching cycle.

- Provides support in teaching and learning standards for all areas of literacy (reading, writing, speaking and listening skills).
- Addresses: literacy content knowledge, effective communication, and the utilization of data to identify individual student needs to drive responsive, differentiated instruction in literacy.
- Implements research-based, high yield instructional practices.
- Possesses a strong background in literacy instruction and demonstrates specific knowledge of the essential components: phonetics, phonology, phonemic awareness, decoding, sight word recognition, vocabulary knowledge, verbal reasoning, language structures, and background knowledge.
- Possesses knowledge of and experience working with diverse learners.
- Demonstrates the ability to effectively use a variety of technology tools for planning and implementing instruction with students and staff.

Preferred Experience:

- 5+ years of classroom teaching experience including 3 years in K-3 literacy
- Reading specialist or Instructional coaching experience
- Co-teaching experience
- Early literacy instruction
- Training and implementation of: assessment to drive instruction (DIBELS, PSI, PASI, etc...), tiers of literacy instruction, small group instruction, systematic writing instruction, explicit systematic phonics and phonological awareness instruction, or similar programs/curriculum.
- Technology instruction.
- Training in and implementation of: Google, Zoom, Microsoft Office, iPads, or similar tools.

Professional Development:

- Plans and facilitates professional learning opportunities in literacy which may include: instructional coaching, lesson study, professional growth courses, technical assistance, and/or classroom demonstrations, as well as workshops and online staff development sessions (inside and outside of the school day) in person or virtually.
- Effectively collaborates with team members to create new and innovative professional development opportunities in literacy.
- Applies the knowledge of adult learning theory.
- Purposefully connects highly effective teachers with other teachers and educational resources, exposing a variety of perspectives and instructional practices.

Continuous Classroom Improvement Support:

- Models and teaches continuous improvement practices leading to improved results.
- Uses quality tools, including innovation configuration maps-rubrics, as a means for improving learning.

- Models the use of pre-assessment/formative assessment data collection and documentation that help determine learning goals, planning for instruction, assessment and next steps.
- Supports alignment of classroom instructional practices with identified school improvement plan, instructional strategies, actions steps and goals.

Leadership:

- Possesses highly effective organizational skills.
- Demonstrates skills in problem solving, listening, collaboration and diplomacy.
- Possesses excellent oral, written communication, and effective interpersonal skills to a variety of audiences including: teachers, administrators, and district leadership.
- Possesses understanding and experience with successfully facilitating and supporting educational change.
- Demonstrates leadership capacity and strong advocacy for teachers.
- Committed to lifelong learning, including a demonstrated passion for exploring new ideas and practice.

Professional Responsibilities:

- Participates in professional development activities that enhance personal knowledge of research-based instructional practices and pedagogical knowledge in literacy for K-3.
- Attends all scheduled meetings, including those outside of the school day.
- Attends PLC and/or data meeting(s) to support a school improvement upon invitation.
- Initiates relationship with principals and reading specialists to foster a supportive partnership
- Attends all on-boarding trainings prior to the start of the school year as requested.
- Committed to the creation of high quality professional facilitation tools in alignment with expectations (i.e. Google Slide or PowerPoint presentations, meeting agendas, participant guides, and other supporting materials).
- Committed to following all district sign in/out procedures at each location visited.
- Committed to a 24-hour turn around in communication when appropriate.
- Deploys professional development on PD release days as requested.
- Maintains consistent communication weekly through schedule and updates schedule as needed.
- Maintains all professional development records through district PD software.
- Demonstrates the desire to provide outstanding customer service and coaching for all K-3 teachers.
- Completes other job related duties as assigned by the supervisor.

Program Evaluation:

- Deploys systematic data collection on program implementation and outcomes necessary to determine effectiveness.
- Maintains records of participants, activities and resources used for the program.
- Deploys tools needed to support the program evaluation: surveys/questionnaires, individual and group interviews, and classroom interaction to determine the impact on teachers and students.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Utilizes broad problem solving skills and reflective practice.
- Demonstrates a history of highly effective student growth/achievement.
- Demonstrates professionalism in attitude and behaviors, including confidentiality.
- Demonstrates effective facilitation, coaching and co-teaching techniques in literacy.
- Demonstrates the ability to operate at an independent level while producing and maintaining high quality work.
- Demonstrates the ability to work effectively under time constraints.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate flexibility, common sense, and good judgment.
- Must maintain a well-groomed, professional appearance aligned to district standards.

SUPERVISORY RESPONSIBILITIES:

- The Literacy Coach will not be involved in the supervision or evaluation of any teachers. Instructional coaching is “working alongside” colleagues to support their learning. This means coaching teachers with the goal to continuously improve Tier I, II and III literacy instruction.
- The Literacy Coach role is to provide direct support to the teaching faculty, not to provide ongoing direct management or instruction of students.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements and must be properly certified as an Elementary and/or Special Education Teacher.
- Properly Certified.
- Must have and maintain a valid Arizona driver’s license.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence and to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Basic math skills used for mileage reporting and various other tasks as needed.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student and/or teacher strengths and weaknesses.

PHYSICAL DEMANDS:

- Required to stand, reach with hands and arms, talk or hear, and taste or smell.
- Required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, occasionally climb or balance, stoop, kneel, crouch or crawl. Regularly lift and/or move up to 30 lbs.
- Must have close, distance, color and peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential job functions.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.