



Norfolk Public Schools

NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

Mission

To educate each student to be a successful, productive contributor to society by providing powerful teaching and learning opportunities.

Vision

To provide a nationally recognized, globally competitive education for all Norfolk Public Schools students...and ALL means

Job Announcement

Title: Early Reading First Literacy Coach

Posting Date: **November 2, 2009** Application Deadline: **Until Filled**
Employment Date: **2009-2010 School Year**
Salary Range: Placed on appropriate step and grade on salary scale

DEFINITION: The Early Reading First Literacy Coach will have a strong background knowledge in early literacy and effective instructional practices. The Early Reading First Literacy Coach will support participating Pre-K teachers in the implementation of the Early Reading First Grant. Working in collaboration with the Literacy Coaching Coordinator, the Early Reading First Literacy Coach will work directly with teachers to provide classroom-based demonstrations, give teachers individual and collaborative support, and facilitate teacher inquiry and related professional development. The Early Reading First Literacy Coach will also work with administrators and teachers to collect and use interpreted data to guide instructional practices.

EXAMPLE OF DUTIES: Provide assistance in implementing the project's early literacy plan and refining it based on classroom needs, teacher content knowledge, and assessments/profiles.

Organize and inventory all classroom literacy materials including core, supplemental, intervention, classroom libraries and bookrooms.

Provide daily support to teachers by demonstrating effective instructional strategies in early literacy, facilitating study groups, and assisting teachers in and monitoring student progress.

Provide teachers immediate intervention strategies to use after examining student progress.

Monitor the early literacy instruction including factors such as classroom environments, informal assessment, time management, and appropriate early literacy activities.

Provide teachers individualized, classroom-based support that includes modeling of effective teaching practices.

Work with the Literacy Coaching Coordinator to create a focus on goals for early literacy achievement, assessment procedures, teacher training, data collection, and required reports.

Complete status reports for the Literacy Coaching Coordinator and others as needed.

Participate fully in professional development opportunities and professional research and reading.

KNOWLEDGE, SKILL AND ABILITY:

Deep knowledge of early literacy development

Knowledge of instructional programs and practices appropriate for use in an outcomes-based early literacy improvement process

Experience using and/or leading others in using formative assessments.

Knowledge or experience in the area(s) of:
 coaching or observation and teacher monitoring
 planning and managing lesson plans for other educators
 Early Literacy development

Outstanding presentation and facilitation skills

Strong professional relationship-building and communication skills

Interpersonal skills of communication, problem solving, conflict management, and collaboration (to share research based instructional approaches with teachers and administrators and to provide advice, mentoring, and coaching)

Strong organizational skills

Knowledgeable in the use of personal computers

MINIMUM REQUIREMENTS: Masters Degree with a Major in Early Childhood Education with an emphasis on Literacy or Literacy with an emphasis on Early Childhood Education

Five + years of successful Pre-K or primary elementary classroom experience

Experience teaching in an outcomes-based model

Tuberculin Skin Test certifying the individual is free of contagious tuberculosis

LICENSE: Eligible for, or in possession of, appropriate Virginia Teaching Certificate

PHYSICAL EFFORT: Above-average amount of walking within the school building, going up and down flights of stairs, and some unpacking, packing, lifting and carrying of materials

HAZARDS: Work involves exposure to normal everyday hazards encountered in a school

UNUSUAL DEMANDS: Work is performed in a classroom and involves no unusual demands
There is a requirement to be able to drive from one school to another.

CONTACT: For further questions applicants may contact Dr. Lynne Meeks at lmeeks@nps.k12.va.us. Applicants must apply on-line and complete the Teacher Gallup Assessment.

Dr. Patricia Dillard Executive Director Human Resources	Dr. Lynne Meeks Senior Coordinator Human Resources
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