

**Mississippi Department of Education
Office of Curriculum and Instruction
Literacy Coach Criteria**

General Responsibilities

Literacy coaches will work with the Mississippi Department of Education to implement the *Literacy-Based Promotion Act* and provide appropriate services to schools so that there can be 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-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

Responsibilities

School Level

- Provide daily technical support (at least 85% of the school week) to school-based coaches or lead teachers in their capacity to support instruction of the 5 components of reading, implement curriculum, administer assessments, analyze data, and utilize technology.
- Model effective coaching and conferencing techniques.
- Assist administrators, school-based literacy coaches, and teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan's implementation.
- Design and conduct professional development to meet the varied needs of school-based literacy coaches and teachers.
- Conference with individual coaches or lead teachers to ensure that teachers assigned to them have specific goals and plans for improving practice.
- Provide clear, practical, timely, and candid written and oral feedback to school-based coaches about their coaching practices and to teachers about their instruction.
- Meet regularly with principals, school-based coaches, and teachers to review data and make recommendations for adjustments in instructional practices.
- Maintain an organized system for documenting coaching services.

District and Regional Level

- Collaborate with other literacy coaches to support the *Literacy-Based Promotion Act*.
- Assist principals, school-based literacy coaches, and lead teachers in providing regular and user-friendly data reports to their respective districts and other stakeholders.
- Provide on-going training and support for school-based educators within and across regions.
- Provide guidance for sharing data with a variety of audiences.

State Level

- Communicate a consistent message as established by the Mississippi Department of Education in support of the *Literacy-Based Promotion Act*.
- Participate in on-going training, support, and networking to promote grade-level reading.
- Maintain and promptly submit reports on progress of teaching and learning specific to literacy in K-3 schools assigned.
- Provide training to educators across the state.

Required Qualifications

The applicants must hold the following credentials:

- Master's Degree in Education with 3 years documented successful experience teaching reading -OR- Bachelor's Degree with 5 years documented successful experience teaching reading with a minimum of 3 years of literacy experience at the State, District, or School Level,
- Valid Mississippi Educator Professional License,
- 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, and
- Ability to travel on a daily basis.

Desired Qualifications

The following are preferred credentials, but not required of the applicant:

- Master's Degree in reading/literacy or related field,
- Minimum of 3 years documented successful teaching experience in teaching PreK-3 reading (e.g., school assessment data, principal reviews, classroom assessment data, etc.), and/or
- Successful experience designing professional development specific to literacy instruction.

Knowledge, Skills, and Attributes

- **Knowledge: A thorough understanding of the following is vital:**
 - Reading processes, acquisition, assessment, and instruction,
 - Systematic, explicit instructional process,
 - Instructional coaching approaches and strategies for teaching adult learners,
 - Scientific reading research and its application to effective classroom instruction, structure, and practices, as well as intervention,
 - *Mississippi College- and Career-Readiness Standards for English Language Arts,*
 - Multi-Tiered System of Supports model, and
 - Data analysis and application.
- **Skills: Acquisition of the following expertise is crucial:**
 - Systematic, explicit, instructional delivery,
 - 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, and
 - Use effective written and oral communication skills, including the ability to engage in difficult and candid conversations with a variety of stakeholders.

- **Attributes: The following personal qualities are essential:**
 - 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 adults exhibiting a range of abilities and dispositions,
 - Persistent in spite of obstacles,
 - Ability to orchestrate change,
 - Valuing lifelong learning,
 - Belief that a coach can make a difference, despite the nature of the challenges, and
 - Desire to grow professionally.