

## PERRIS UNION HIGH SCHOOL DISTRICT

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Board Approved: May 16, 2007  
Revised: Pending Board Approval  
Salary Schedule: #102

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. BP 4030 The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. BP 4119.11, 4219.11, 4319.11

### JOB TITLE: **SECONDARY LITERACY COACH**

JOB PURPOSE STATEMENT: Under the direction of the site principal, the Secondary Literacy Coach works in various classrooms on a daily basis coaching, mentoring and modeling exemplary lessons for teachers, assuring that California English Language Arts Standards and benchmarks are being effectively taught, using data to drive the instructional program. ~~works with classroom teachers (not directly with students) in assisting with the full implementation of the district's adopted reading instructional program, including the adopted intervention programs (Language and Hi Point)~~

### JOB FUNCTIONS:

- Provides support and assistance to ~~all~~ classroom teachers in the full and skillful implementation of ~~ELA Standards.~~ ~~the district's adopted reading/language arts program.~~
- Conducts demonstration lessons to ~~ensure~~ ~~insure~~ that ~~all~~ teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards.
- Assists teachers in building an interactive classroom environment focused on the content.
- Serves as an expert resource on district curriculum.
- Engages teachers and school community in ongoing reflections, dialogues and results driven evaluations focused on continuous improvement of student achievement.
- Assists schools in analyzing and interpreting data in order to identify strengths and weaknesses as well as trends.
- Uses technologies in the teaching/learning process.

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- Assists in the design and implementation of sustained ELA professional development program based on student needs and in alignment with the goals of school improvement plans.
- With the permission of the classroom teacher, cConducts classroom observations and provides “next-step” support for ~~all~~ teachers.
- Plans and organizes work, sets priorities and evaluates accomplishment of goals within established timelines with minimum supervision.
- Maintains confidentiality of records, reports, tests, test results and conversations.
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, ~~including English learners, standard English learners, Spanish learners, students enrolled in Special Education Programs, and students with diverse learning needs.~~
- Assists teachers in preparation and pacing for instruction.
- Participates in collaborative ~~grade level~~ meetings to assist in the analysis and utilization of assessment data to improve student achievement.
- Assists ~~grade level~~ teams in setting goals for improved instruction.
- ~~Meets regularly with the principal to review 6 week skill assessment data and to assess the outcomes of goals established by grade level teams.~~¶
- ~~Prepares forms, records, and reports as directed.~~
- Attends meetings and trainings as directed.
- Networks and collaborates with other coaches, teachers and personnel.
- Prepares and maintains a log of activities
- ~~Collaborates with Principal to determine specific teachers to work with, content, scheduling and timelines~~
- Maintains a professional relationship with all colleagues, students, parents and community members.
- ~~Possesses proven ability, exemplary performance and demonstrates commitment to improving student achievements~~¶

### PHYSICAL ABILITIES:

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to communicate and obtain information in English

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- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit (for sustained period of time), stand, stoop, kneel, bend, lift (25 pounds), carry (25 pounds), and walk
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to operate office machines and equipment in a safe and effective manner

**JOB QUALIFICATIONS:**

**Education:**

- Bachelor's degree from accredited university
- Valid California Single Subject English or Multiple Subject credential with CLAD endorsement
- Reading Specialist Certificate Preferred

**JOB QUALIFICATIONS – continued**

**Experience:**

- Minimum three years teaching experience