

REAC³H INSTRUCTIONAL COACH

Purpose: The Oklahoma State Department of Education provides REAC³H Coaches to school districts to assist in achieving 100% graduation rate for third grade students (SB 346).

Positions Available: REAC³H Instructional Coach positions are available statewide with a targeted hire date of July 1, 2013. This posting is for the following areas: Oklahoma City Metro Area, Northwestern Oklahoma and Southeastern Oklahoma.

Application Procedures: Applicants must complete an Oklahoma State Department of Education employment application in detail and submit it along with transcripts (copies acceptable) to the State Department of Education by email, fax, mail or in person at above contact information. Resumes may not be substituted for the application.

Application Deadline: Applications will be accepted until positions have been filled.

Compensation: Annual Salary \$48,000 plus benefits; 10.5-month renewable contract (based on performance and funding availability).

GENERAL DESCRIPTION

Under general supervision and in accordance with state laws, rules and regulations of the State Board of Education, serve as a Regional Educators Advancing College, Career, and Citizen Readiness Higher (REAC³H) Instructional Coach. The primary focus of this position is to provide Pre-K to 3rd literacy professional development and technical assistance to schools within an assigned region.

MINIMUM QUALIFICATIONS

- ❖ Graduation from an accredited college or university with a bachelor's degree (master's preferred) ~ transcripts required with application;
- ❖ Successful experience teaching Pre-K to third grade, with experience as a lead reading or instructional coach a plus.
- ❖ Possession of a valid Oklahoma elementary education or early childhood teaching certificate or experience as a former REAC³H Coach.

KNOWLEDGE/SKILLS/ABILITIES

- ❖ The position of REAC³H Coach requires considerable knowledge of the core academic content for reading research based best practices for instructional delivery. Knowledge of the 5 components of reading and Reading Sufficiency Act is required and must be addressed almost daily when performing the actual job.
- ❖ The candidate should possess adequate knowledge of formative, diagnostic, and summative reading assessments, understand the timeframe for academic assessments for students throughout the state, and be able to articulate this information to district constituents.
- ❖ A successful candidate will possess the ability to work in collaboration with numerous district superintendents, principals and teachers of reading Pre-K through third. Therefore, high level professionalism in communication skills is required.
- ❖ This position further requires an individual to be well versed in OSDE's new educational reform efforts such as; curriculum components of the RSA and assessments, Third Grade Graduation, A-F School Grading System, Raising the Grade, State Assessments, best practices for delivering instruction for the English Language Learner and Special Education, and the Teacher/Leader Effectiveness Evaluation System.
- ❖ This position requires travel to districts within an assigned region, as well as spending the night away from home approximately 4 nights per month. REAC³H Coaches will report to Oklahoma City at least one time per month.
- ❖ This position requires possessing a 'service oriented' work ethic that demonstrates willingness to work in close collaboration with the Executive Director of Literacy, Early Childhood Director, the Assistant State Superintendent of the Office of Instruction, and the Superintendent of Public Instruction.
- ❖ This individual must be a self-starter and work in a cooperative and professional manner with all those in the Department of Education.
- ❖ Meeting district needs is a timely process, requiring patience and understanding on the part of the REAC³H Coach. The position requires an individual that will encourage districts to utilize best practices for implementing state academic standards.
- ❖ The position further requires an individual to possess adequate skills in utilizing technology, especially when performing various projects that require use of computers, lap-tops, Smart boards, and etc. The person selected for this position should be able to create appropriate forms addressing requirements of projects performed.
- ❖ This position requires the skill of presenting to large audiences and knowledge of effective distribution of information to schools through such avenues as creating and implementing video conference workshops, webinars, one-on-one district service trainings, and professional development.

EXAMPLES OF WORK PERFORMED

- ❖ The primary focus of this position is to provide PreK-3 Literacy Professional Development and Technical Assistance to schools within an assigned region. Each REAC³H Coach will provide appropriate and timely information to district constituents through the following methods: phone calls, emails, listserv items, memorandums, professionally written letters, and teacher professional development
- ❖ Provide site-based professional development to staff that is aligned to the needs of students based upon student assessment data.
- ❖ Assist administration and classroom teachers in the interpretation of student assessment data to make instructional decisions.
- ❖ Assist in the implementation of a plan to actively involve parents/guardians in improving their children's skills in literacy.
- ❖ Assist in coordinating and monitoring intervention services to identified students.
- ❖ Collaborate with individual teachers or teams of teachers through co-planning, co-teaching, modeling, coaching, and providing professional development.
- ❖ The Coach will assist districts in effectively implementing every phase of the Reading Sufficiency Act.
- ❖ Promote teachers' delivery and understanding of the Oklahoma C³ Standards through collaborative long-range and short-range planning.
- ❖ Facilitate teachers' use of successful, research-based instructional strategies, including differentiated instruction for diverse learners.
- ❖ Observe teacher practice and provide feedback to individual teachers related to the improvement of effective instructional strategies.
- ❖ Other duties as assigned.

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