

FLSA: EXEMPT

Literacy Coordinator

DEFINITION:

The Literacy Coordinator will work with site-based reading/literacy coaches, Language Arts department chairs, building principals and the District's Directors of School Improvement, Elementary and Middle School Curriculum, and will be responsible for the collection, analysis, and overall interpretation of the literacy assessments results as it relates to the district's Curriculum Intervention Pyramid (RTI). Working with the principals, program facilitators, instructional coaches and teachers, the coordinator will establish procedures for the screening of all children and collection of literacy proficiency results. He/She will provide the preliminary analysis to the district curriculum department, site instructional coaches and principal so they can work with the teachers, determine student needs and establish benchmarks that will be used to assess progress and appropriate interventions for at-risk students.

REPORTS TO: Assistant Superintendent of Curriculum and Instruction.

ESSENTIAL FUNCTIONS:

(Essential functions, as defined under the Americans with Disabilities Act, may include the following tasks, knowledge, skills and other characteristics. This list of tasks is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and tasks performed by positions in this class).

SPECIFIC DUTIES AND/OR RESPONSIBILITIES:

- Demonstrates knowledge of assessment. Understands validity, reliability and normative comparisons in test design and selection. Identifies varied purposes and forms of assessments.
- Supports the improvement of district wide literacy achievement by offering a multitude of services, including but not limited to: development of lessons to increase the rigor and relevance of literacy for SUSD students; provide literacy support and in-services to teachers and/or schools; offer literacy/reading/intervention leadership and expertise throughout the district by remaining current on trends, research and development from the field; support alignment of curriculum to new literacy standards; support on-line teacher resources and develop strategies to increase literacy achievement district wide.
- Works collaboratively with principal, Instructional Coaches, teaching staff, and any contracted professional development service providers to support the literacy program.
- Facilitates training and support for staff for interpretation of reading/literacy data to inform instruction.
- Serves as coach/mentor to help teachers analyze data and design instructional plans and classroom grouping based a variety of assessment information (screening, diagnostic, progress monitoring).
- Interprets outcome assessment results which measure change over time.
- Conducts monthly meetings with Title I program facilitators, Instructional Coaches to provide ongoing support of the coaching model for the improvement of district wide literacy achievement.

KNOWLEDGE, SKILLS AND OTHER CHARACTERISTICS:

K-12 curriculum and special programs for diverse populations

Title I and Title II parameters and allowable services

Standards based instruction for federal, state and local evaluation of educational programs.

PHYSICAL REQUIREMENTS: Work is performed in an indoor environment. Work requires frequent sitting, standing, bending, repetitive motion, vision to monitor and lifting up to 15 pounds.

QUALIFICATIONS:

Provisional or Standard K-8 or 7-12 Certificate.

Master's in Education or Educational Leadership Curriculum and Instruction.

Advanced degree with leadership experience coaching teachers on reading literacy instruction.

High degree of self-direction and excellent interpersonal skills in working collaboratively with teachers and administrators in elementary and secondary schools.

Coursework and experience in research design and survey techniques, particularly in literacy.

Classroom elementary and secondary teaching experiences preferred.

Competency in analyzing and interpreting data.

Experience in serving as a resource to principals and teachers including in-service on data driven decision making.

Experience with SPSS, Excel or other analysis instruments.