

REPORTS TO:	Assistant Superintendent – Instructional Services
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board’s policy on the evaluation of certificated staff.

JOB SUMMARY

Provides day-to-day professional development and support in the implementation of a comprehensive school-wide literacy programs that facilitate learning; models best practices lessons which use literacy-based learning strategies; coaches teachers in all curriculum areas on how to enhance students’ literacy skills; identifies staff development needs of the school and provides staff development related to literacy as part of the problem solving process; and works with school and community groups, such as the leadership team and learning communities, to help all students reach their highest potential.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

1. Provides support, mentoring, and assistance to teachers for the effective implementation of the district comprehensive literacy program.
2. Serves as a resource for identifying appropriate instructional strategies and interventions to address the reading needs of students.
3. Plans and conducts professional workshops on the comprehensive literacy framework.
4. Assists staff in selecting, organizing, using, and maintaining research-based curriculum materials at the school level.
5. Conducts classroom reading demonstration lessons using research-based instructional strategies.
6. Observes reading instruction in classrooms and provides feedback to teachers around the five dimensions of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency).
7. Guides teachers in the use of screening, diagnosis, progress monitoring, and outcome assessments.
8. Works with the principal, individual teachers, and grade-level teams in the analysis and use of assessment data to identify students for appropriate instruction and to set building reading goals.
9. Meets regularly with building principals and the assistant superintendent for instructional services and to report on progress and helps develop building and district reading programs.
10. Attends conferences, workshops, meetings, and institutes for further personal knowledge of the components of literacy instruction.
11. Communicates the results of the literacy program and spotlights schools as Literacy Centers.
12. Provides leadership in developing new and innovative literacy programs to meet student needs.
13. Assists staff in the evaluation and selection of reading curriculum materials.
14. Cooperates with administration and staff members in promoting a positive organizational culture that fosters student success.
15. Provides focused follow-up to teachers implementing literacy initiatives.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Missouri Early Childhood and Elementary teacher certifications.
2. Bachelor's degree in Education; Master's degree in Elementary Reading preferred.
3. A minimum of three years of recent classroom experience at the primary level teaching reading.
4. Participation in comprehensive literacy professional development.
5. Demonstrates an ability to work as both a colleague and a leader, easily establishing reciprocal respect.
6. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.

8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative.
11. Understands the demands and constraints of being a classroom teacher.
12. Ensures that all instructional programs meet all district, regional, state, and federal laws and regulations.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature	Date	Supervisor's Signature	Date
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