

Washington West Supervisory Union Job Description

JOB TITLE: Literacy Specialist/Literacy Coach

FLSA STATUS: Exempt

UPDATED: FY 2014

POSITION OBJECTIVES: To support work in improving literacy school-wide and transitioning to the Common Core State Standards and provide leadership school-wide in the area of literacy instruction, curriculum and assessment

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

- Assist with school-wide implementation of best practices in reading and writing instruction and assessment.
- Collaborate with the leadership team, learning community leaders, curriculum leaders, teachers of all content areas, special educators and paraprofessionals to assess current programs and practices.
- Design and recommend action steps which will support classroom literacy instruction and school-wide intervention systems to support improved student literacy.
- Lead/provide staff development activities related to the transition to the Common Core State Standards, differentiated instruction, and formative assessment, within the context of the existing work around ensuring equity, providing multiple flexible pathways, ensuring rigorous and varied curriculum, and the integration of life, college, and career.
- Lead in the development of a school-wide assessment plan.
- Support teachers with administration of statewide, regional and/or national assessments; analyze and interpret assessment results to help inform instructional strategies.
- Oversee the administration, data analysis, and interpretation of assessment results related to the area of literacy.
- Attend school meetings as appropriate (e.g. Educational Support Team (EST), Curriculum Content Leader, team meeting, Content Area meetings, etc.)
- Serve as a member of the WWSU K-12 literacy vertical team.
- Actively participate in school events, workshops, in-service meetings, teacher trainings, building level staff meetings, district meetings, and other school and district committees/projects, making substantial contributions.
- Model best practices lessons by modeling or co-teaching lessons that use literacy-based learning strategies for coaching teachers in all curricular content areas.
- Provide embedded professional development with teachers both within and outside focus content area(s).
- Lead school-wide sharing of literacy resources (ex: lending library, blog/website, bulletin boards, etc.).
- Keep abreast of current best practices, research findings, and other developments in the field.
- Identify staff development needs of the school and for providing staff development related to literacy.
- Seek out and actively participate in opportunities for professional development to enhance content knowledge and teaching skills, to support district goals and school action/strategic plans, and/or as may be directed by the School Principal.

SUPERVISION RECEIVED: Reports to, supervised and evaluated by the School Principal or his/her designee.

SUPERVISORY RESPONSIBILITIES:

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** A Masters in Education and a valid VT Educator secondary level teacher license or comparable experience/education. Leadership experience in literacy instruction, curriculum and assessment. A strong understanding of best practices in literacy instruction and assessment at the secondary level across all content areas. Leadership experience in assessment and data-driven decision-making processes. A strong understanding of the Common Core State Standards and the pedagogical underpinnings of these standards. The ability to provide embedded professional development by modeling instructional techniques, observing classes, and provide feedback in a collaborative and supportive manner. Strong interpersonal, facilitation, communication, organizational, collaboration and decision-making skills. Strong written and verbal communication skills. Leadership experience with school change. At least 3 years of relevant experience preferred providing literacy leadership at the secondary level.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a secondary endorsement.
- **Language Skills.** Ability to read, analyze, and interpret common scientific, educational, and technical journals and reports. Ability to write reports and business correspondence. Ability to effectively present information and respond to questions from faculty, staff, administrators, school board members, and other internal and external constituents.
- **Computer Skills and Experience.** Strong computer literacy and technology skills to support the integration of technology into literacy instruction.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

PHYSICAL EFFORT AND STRESS: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.