



**COORDINATOR, ELEMENTARY LANGUAGE ARTS**

**GENERAL RESPONSIBILITIES**

Under the direction of the assigned director, the coordinator is responsible for providing leadership, alignment, coordination and delivery in the development and improvement of the elementary language arts curriculum program for the school division. The coordinator ensures that resources are available for teacher and student use and provides the necessary staff development for implementation of the assigned instructional program.

**ESSENTIAL FUNCTIONS**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Develop and update instructional materials including but not limited to curriculum guides, parent/student documents, assessment instruments, digital resources, and report cards.
- Provide guidance in the selection of textbooks, textbook adoption committees, and other instructional materials and equipment for the assigned program.
- Maintain basic and supplementary list of instructional materials and partner with Distribution Services and other content coordinators to manage deliveries and classroom materials transfers.
- Prepare and monitor the program's digital resources, materials, textbooks, and general budget, writing sole source memos and fiscal notes when appropriate.
- Develop and build assessments in the division's learning management system, review and analyze balanced assessment data for the assigned program, PreK-5, to inform professional learning, instructional coaching, curriculum development, and monitor progress toward division goals.
- Participate in school support meetings and provide guidance and data analysis for diagnostic assessments, and division assessments, PreK-5 grade.
- Analyze and interpret assessment data to inform SOL remediation plans and provide remediation support, as needed.
- Participate in the state academic review process to ensure any school in need of support in maintaining accreditation is effectively supported in the process
- Develop and facilitate teacher, literacy leader, and principal professional learning in content area pedagogy, assessment practices, and effective instruction aligned to the Teaching and Learning Framework.
- Provide leadership and guidance to elementary language arts instructional specialists.
- Review digital resource and consultant requests to ensure the content of resources and presenters is aligned to the standards and to the division's Strategic Framework.
- Monitor the effectiveness of instructional coaches, including division reading specialist, Title I and Title II literacy leaders and provide feedback to enhance their practice.
- Develop short and long-term goals for the curricular area with an emphasis on K-12 alignment and articulation.
- Support and work collaboratively with principals and teaching staff to effect horizontal and vertical continuity and articulation of the instructional program throughout the division.
- Provide ongoing instructional coaching and professional learning for teachers, teacher assistants, instructional coaches, and administrators in the content area in addition to social emotional integration.
- Observe teachers as requested by building administrators and provide immediate feedback on their progress.
- Work collaboratively with staff members in the Department of Teaching and Learning and other departments, as assigned.
- Work collaboratively with team members and principals of assigned schools to support each school's Plan for Continuous Improvement and the division's Strategic Framework.
- Update and maintain the program's Web site and Learning Management System (LMS) to communicate, provide professional learning, and organize curriculum and assessment materials.
- Serve on a variety of local and state committees, representing the school division in educational projects and initiatives.
- Serve as the point person for division-wide initiatives, as assigned.
- Stay abreast of the most current research in the content area, instructional coaching, leadership, social emotional learning strategies, and equitable practices.
- Perform related work, as required.



**KNOWLEDGE, SKILLS, AND ABILITIES**

Must possess a thorough knowledge of the principles and practices; of curriculum, instruction, and assessment; comprehensive knowledge of foundational reading instruction, the science of reading, and effective literacy instruction; knowledge of research to effectively engage in textbook selection, curriculum development and budget development. Must have the ability to analyze information and evaluate results to choose the best solution and solve problems; ability to guide and train teachers in effective instructional techniques and strategies; ability to develop and present ideas effectively, orally and in written form; ability to establish and maintain effective working relationships with school administrators, teachers, staff, and the general public.

**EDUCATION AND EXPERIENCE**

**Required:**

Master's Degree in education administration and five (5) years of teaching experience. Certification in Administration and Supervision PreK-12 or Administration and Supervision PreK-12-Central Office Only.

**Preferred:**

Endorsement in the content area. Three (3) years of instructional coaching/reading specialist experience.

A comparable amount of training and experience maybe substituted for the minimum qualifications.

**PHYSICAL REQUIREMENTS**

Must have the use of sensory skills i to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and driving. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

**SPECIAL REQUIREMENTS**

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.