



COORDINATOR, EARLY LITERACY

GENERAL RESPONSIBILITIES

The Coordinator, Early Literacy is responsible for overseeing and coordinating the Early Intervention Reading Initiative (EIRI), a state-funded grant program. The position is responsible for providing leadership, alignment, coordination, and delivery in the development and improvement of the curriculum program for the school division with a focus on early literacy. The coordinator ensures that resources are available for teacher and student use and provide the necessary staff development and instructional coaching for effective 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.)

- Serve as the point person for Early Intervention Reading Initiative (EIRI) to include overseeing a multi-million-dollar budget, coordinating hiring, training, and implementation of Phonological Awareness Literacy Screening (PALS) support staff, and serving as the PALS division representative.
- Support schools in administration, interpretation, and analysis of PALS data and coordinate communication among PALS office, division leadership, and site-based personnel.
- Ensure alignment of instructional materials to the science of reading (early reading) including but not limited to curriculum guides, objectives, content specification documents, learning plans, parent/student documents, assessment instruments, digital resources, and report cards.
- Maintain a basic and supplementary list of instructional materials and partner with Distribution Services to manage deliveries and classroom materials transfers of early reading materials.
- Prepare and monitor the grant's digital resources, materials, textbooks, and general budget.
- Review and analyze balanced assessment data for the assigned grant to inform professional learning, instructional coaching, curriculum development, and monitor progress toward division goals.
- Participate in and help facilitate collaborative meetings (e.g., PLCs) and participate in school support meetings to provide guidance and data analysis for diagnostic assessments and division assessments aligned to early reading (e.g., PALS, PALS quick checks).
- Analyze and interpret assessment data to inform remediation plans and provide remediation support as indicated in the grant.
- Develop and facilitate teacher, teacher leader, and principal professional learning in early reading, assessment practices, and effective instruction aligned to the grant.
- Work collaboratively with curriculum coordinators to develop short and long-term goals for the curricular area with an emphasis on early reading and vertical articulation of reading skills.
- Support and work collaboratively with principals and teaching staff to effect horizontal and vertical continuity and articulation of early reading throughout the division.
- Provide ongoing instructional coaching and professional learning for PALS support staff members, teachers, teacher assistants, instructional coaches, and administrators in early reading.
- Observe teachers, teacher assistants and PALS support staff members as requested by building administrators and provide immediate feedback to enhance instructional planning and delivery practices.
- Work collaboratively with staff members in the Department of Teaching and Learning and other departments, as assigned to support early reading.
- 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 to improve early reading.
- Stay abreast of the most current research in early reading, instructional coaching, leadership, 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 specialty area; knowledge and effective skills 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, five (5) years of teaching experience, and Certification in Administration and Supervision PreK-12-Central Office Only or Administration and Supervision PreK-12.

Preferred: Master’s Degree or endorsement in the content area in which the coordinator leads.
A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills 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.

FLSA Status: Exempt	Description: 5/22 (formerly Coordinator, PALS)
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