



Position Title: **Early Literacy Programs Coordinator**

Department: Instruction & Student Services

Reports To: Director of Instruction & Student Services

**SUMMARY:** The Early Literacy Programs Coordinator will serve as a leader in the best practices of early literacy for the Ontario School District. The coordinator will serve as a content area expert and facilitate professional learning in schools across the district. The coordinator will focus primarily on grades K-3, providing support for teachers, instructional coaches, and building administration through classroom demonstrations, co-teaching, coaching, and high quality synchronous and asynchronous learning opportunities.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Other duties may be assigned.

1. Build content knowledge by acting as a content area expert in the area of early literacy
2. Provide professional learning for K-3 educators focused on the key foundational skills of early literacy, best practices in literacy instruction and literacy assessment practices
3. Provide model lessons, co-teaching and coaching opportunities for K-3 educators focused on best practices in early literacy instruction
4. Support the effective use of literacy assessment and assessment data to inform instruction
5. Create a community of practice network for coaches and mentors
6. Assist administrators in identifying highly effective K-3 literacy strategies
7. Serve as a resource for professional materials and instructional strategies
8. Utilize technology to create asynchronous opportunities for professional learning
9. Provide consultation and training support for employees in meeting the requirements related to Dyslexia screening and training for staff
10. Assist with providing training and staff development at the site level appropriate to meeting student achievement goals
11. Assist with K-3 curriculum adoption
12. Coordinate mentoring program with instructional coaching team
13. Attend monthly board meetings, as invited
14. Maintain regular on-time attendance

**SUPERVISORY RESPONSIBILITIES:** Carries out assigned supervisory responsibilities in accordance with the district's policies and applicable laws.

**QUALIFICATION REQUIREMENTS:** To perform job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE:** Master's Degree with a major in Education. Five years experience as a classroom teacher. Advanced knowledge and practice of early literacy instruction, assessment and interventions.

**CERTIFICATES, LICENSES, REGISTRATION:** Valid Oregon Administration Certificate.

**OTHER QUALIFICATIONS:** Knowledge of early literacy instruction, assessment and intervention practices. Personal relations skills including ability to work with large and small groups of professional staff. Ability to facilitate adult learning communities.

**LANGUAGE SKILLS:** Ability to read and interpret documents such as educational research, professional publications, and curriculum guides. Ability to write routine reports and correspondence, as well as create materials for presentations, such as charts and graphs. Ability to speak effectively before administrators, staff, parents, and students. Ability to facilitate group processes with teachers and administrators. The ability to create and deliver written reports to both large and small groups.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as mean, median, mode, standard deviation and percentages. Ability to read and apply statistical data and interpret scores for application in the design and implementation of reading improvement programs. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to design projects and to work independently. Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with administrators and staff. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**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 frequently required to sit; occasionally walk and stand; travel from building to other sites. Specific vision abilities required by this job include close vision, distance

vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in both quiet and loud environments. The employee must be able to work with a computer screen to review and assess data. The employee must have dexterity of the hands and good visual acuity that will allow the employee to work with a computer screen for several hours at a time on a regular basis.

**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.

While performing the duties of this job, the employee regularly works indoors. The employee must be able to meet deadlines with severe time constraints. The employee is frequently will work irregular or extended work hours while performing the duties of this job.

The noise level in the work environment is similar to that found in most schools and classroom. The noise level may vary from very quiet to very noisy and chaotic.

The information contained in this job description is for compliance with the American 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 individuals currently holding this position and additional duties may be assigned.

*I have read and understand this job description.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date