

JOB DESCRIPTION

TITLE COORDINATOR OF READING /LANGUAGE ARTS, PRE-K – 5

QUALIFICATIONS

To perform this 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/ Experience	Masters Degree with an emphasis in reading/language arts and curriculum and instruction or related field. Three years of teaching experience required; and leadership experience at the building or district level. Familiarity with a variety of applications of technology and broad instructional design. Ability to plan and facilitate a group to achieve desired outcomes. Supervisory experience at the building or district level. Ability to develop and provide leadership in development of curriculum. Knowledge of sound approaches and processes for curriculum and staff development. Ability to train teachers in instructional strategies, use of technology, real-world applications, and hands-on approaches to teaching. Basic computer skills required (e.g., ability to use email).
Language Skills	Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or styles. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top administrators, public groups, and/or school board members.
Mathematical Skills	Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
Certificate/License	Eligible for Florida Certification in Reading
Reasoning Ability	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.

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 required to sit, talk and hear. The employee is frequently required to stand and walk; use hands to finger, handle or feel; and reach with hands and arms. 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 ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment by the District.

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. The noise level in the work environment is usually moderate.

REPORTS TO Executive Director, Elementary Programs, PK-5

GENERAL RESPONSIBILITIES

1. Develops, implements, and evaluates an articulate PreK-5 instructional program in reading and writing in coordination with ESE, ESOL and Gifted departments.
2. Supervises and trains Literacy Specialists, Teachers on Special Assignment (TSA).

SPECIFIC RESPONSIBILITIES

1. Provide leadership in the literacy areas of reading, writing, spelling, and other language areas PreK-5.
2. Supervises the Literacy Specialists and/or TSA's and supports their efforts.
3. Implements and monitors literacy grant programs, budgets and reports.

4. Designs and arranges for the delivery of staff development regarding literacy areas.
5. Identifies and disseminates relevant research to help guide instructional decisions.
6. Works collaboratively with the instructional services department and other staff to provide coordinated program support to schools.
7. Consults and advises on facilities planning and educational specifications as it relates to assigned subject areas. Assists in the development of equipment standards, and in the proper equipping of new and existing schools.
8. Designs, implements, and evaluates instructional programs and identifies appropriate instructional strategies and materials.
9. Supports the identification and implementation of assessment practices, which will drive instruction and provide close alignment with school improvement, standards, and district expectations.
10. Coordinates the writing program and its assessment by the Department of Education (FCAT Writing) and Collier Writes.
11. Assists with budgetary decision-making for schools and district staff in the area of literacy.
12. Serves as a school improvement liaison.
13. Monitors trends and developments in regional, state and national organizations and state and federal departments of education for local impact on public education.
14. Develops and supports the K-12 Research-Based Comprehensive Reading Plan.
15. Performs other duties as assigned.