



## **JOB DESCRIPTION**

<b>Job Title</b>	Teaching & Learning Coordinator – 6-12 Literacy
<b>Department</b>	Teaching & Learning
<b>Reports To</b>	Director(s) of Teaching & Learning
<b>Classification</b>	Certified
<b>Location</b>	District Office
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	204 days

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

## **Job Summary**

The Teaching & Learning Coordinator – 6-12 Literacy is responsible for working with a team to provide curricular leadership across subject areas under the direction of the Directors of Teaching & Learning with a specific focus on literacy. The Literacy program includes reading, English Language Arts, and disciplinary literacy. The Teaching & Learning Coordinator – 6-12 Literacy, in collaboration with other district departments, assists with the implementation and development of the District Equitable Multi-Level Systems of Supports (EMLSS) framework across all schools and provides knowledge, guidance, and support to braid academic and behavioral systems at the universal tier, selective, and “intensive” levels to increase student achievement for all students. Position objectives include studying, evaluating, and implementing research-based Literacy curriculum and instruction; providing leadership in the development, articulation, and implementation of instructional programming; improving instructional programming by assisting with program evaluation; assisting in the coordination of relevant professional development; assisting with coordination of Tier II/III supports and services; and coordinating post-secondary readiness opportunities for students.

## **Essential Job Functions**

- Develops, coordinates, monitors, and evaluates the District’s academic programs with an emphasis on the Literacy program and oversees updates of the curriculum in support of the District’s strategic plan.
- Coordinates with other Teaching & Learning staff for post-secondary transition opportunities for students and the development, implementation, monitoring, and evaluation of Programs of Study.
- Acts as a resource person to Grade 6-12 teachers to implement the Literacy program.
- Conducts an annual evaluation of the 6-12 reading program in collaboration with a team.
- Stays current in content area through professional readings, seminars, workshops, and other professional learning.
- Develops and implements follow-up plans for curriculum revisions and instructional materials and adoptions.

- Works with schools to develop and implement Literacy program models that meet and exceed federal and state grants/regulations.
- Works with administration to support and implement the Literacy curriculum.
- Studies and evaluates instructional strategies and materials including extensions and accommodations for differentiated instruction.
- Provides leadership to assure correlation between district curriculum and state/national standards.
- Provides coordination and expertise in collaboration with the PK-5 Literacy Coordinator, to ensure systematic and continuous PreK-12 programming in assigned content area or program.
- Develops and implements ongoing professional learning plans in collaboration with other team members of the Teaching & Learning Department.
- Assists with coordination of Tier II/III supports and services within content area.
- Provides input for the Teaching & Learning budget.
- Leads and coordinates literacy professional learning.
- Coordinates projects with other coordinators and directors across the Teaching & Learning Department.
- Coordinates the 6-12 Literacy curriculum with other Literacy programs and support services within the school district.
- Works with Secondary building principals and teams to implement the Literacy program.
- Assists with coordination of support for new teachers.
- Develops, coordinates, and serves as liaison with community organizations and post-secondary institutions including the collection and sharing of program related data.

#### **Ancillary Job Functions**

- Chair(s) family-advisory committee, as directed.
- Performs other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Wisconsin teaching certification and a minimum of three years teaching experience.
- Experience in curriculum and assessment development.
- Successful leadership experience.
- Possession of, or eligibility for, Wisconsin Reading Specialist license, # 317/5017.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master's degree in education.
- Possession of a Wisconsin Director of Instruction (10) or Principal (51) license.
- Experience in professional development work.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent writing and public speaking skills.
- Outstanding organizational and planning abilities.

- Excellent leadership and facilitation skills in working effectively with individuals and groups.
- Knowledgeable in the areas of curriculum, instructional methods, and assessment.
- Ability to travel to multiple District buildings in compliance with the District driving policy.
- Ability to work with businesses and the community to develop effective partnerships.
- Desire to serve as a team player.
- Outstanding problem solving and conflict resolution skills.
- Ability to work a flexible schedule including work as directed outside of the school calendar.
- Strong understanding and use of equitable and culturally responsive practices.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal school/office environment and moderate noise levels.

**Physical Requirements** – The physical demands described below 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 essential functions.

- Must be able to sit and work at desk/computer for extended periods of time.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.