



Position Description
Director of Secondary Literacy
(Grades 6 through Grade 12)

Qualifications:

Salary Level: Based on Act 93 Agreement

Contract/Benefits: Based on Act 93 Agreement

Department or Area: Learning and Teacher

Reports to: Executive Director of Learning and Teaching

Date Prepared: June 23, 2026

Prepared by: Melissa L. Smith, Executive
Director of Learning and Teaching

Approved By: Dr. Amelia Coleman, Chief
Academic Officer

Required Qualifications

- Valid Pennsylvania Instructional II Certificate.
- Valid Pennsylvania Principal Certificate, Supervisor of Curriculum and Instruction Certificate, Letter of Eligibility, or other appropriate Pennsylvania administrative certification.
- Master's Degree in Curriculum and Instruction, Literacy, Reading, Educational Leadership, or a related field.
- Minimum of five (5) years of successful teaching experience, including experience in elementary education.
- Minimum of three (3) years of successful leadership experience at the school or district level.
- Excellent oral, written, presentation, and interpersonal communication skills.
- Valid Pennsylvania driver's license and access to reliable transportation.
- Satisfactory criminal history, child abuse, and FBI clearances as required by law.

Summary

The Director of Secondary Literacy provides strategic leadership for literacy instruction in grades 6–12 through the implementation of the Science of Reading, evidence-based literacy practices, disciplinary literacy, writing, communication, and critical thinking across all content areas. The Director ensures students develop the literacy skills necessary for academic success, postsecondary readiness, career preparation, and civic engagement through high-quality Tier I instruction and equitable access to rigorous learning opportunities.

The Director leads districtwide reading and writing initiatives, supports the implementation of high-quality instructional materials, and builds the content knowledge, instructional expertise, and leadership capacity of teachers and administrators to ensure rigorous, standards-aligned Tier I literacy instruction across all secondary classrooms. The Director develops systems that promote literacy achievement, implementation fidelity, and continuous improvement while collaborating with school and district leaders to strengthen literacy instruction across all content areas and ensure students are prepared to read, write, communicate, and think critically in college, career, and life.

Essential Duties and Responsibilities:

Leadership and Program Development

- Lead the development, implementation, monitoring, and evaluation of the district's Grades 6–12 literacy framework.
- Lead the implementation of the Science of Reading and evidence-based literacy practices across secondary schools.
- Ensure literacy curriculum, instruction, assessment, and intervention systems are aligned to Pennsylvania Academic Standards and district priorities.
- Lead and support district-wide reading initiatives and writing initiatives.
- Collaborate with curriculum departments to embed literacy practices across all content areas.
- Oversee the implementation and monitoring of high-quality instructional materials aligned to district literacy goals.

Instructional Leadership

- Demonstrate knowledge of literacy development, assessment, intervention, and instructional practices across grades 6–12.
- Support teachers in implementing evidence-based literacy practices that strengthen:
 - Reading Comprehension
 - Academic Vocabulary
 - Writing
 - Critical Thinking
 - Academic Discourse
 - Knowledge Building
 - Disciplinary Literacy
- Build content and pedagogical capacity of teachers and leaders to ensure literacy instructional rigor in Tier I instruction.
- Support literacy integration across English Language Arts, Science, Social Studies, Mathematics, Career and Technical Education, the Arts, and elective courses.
- Support implementation of Multi-Tiered Systems of Support (MTSS) to ensure students receive timely and appropriate literacy interventions.

Professional Learning and Coaching

- Design, facilitate, and evaluate professional learning opportunities grounded in adult learning theory and evidence-based professional development practices.
- Participate in and support instructional coaching cycles including classroom observations, co-planning, modeling, feedback conversations, and reflective practice.
- Collaborate with principals, instructional coaches, department chairs, and teacher leaders to strengthen instructional practice and improve student outcomes.
- Develop and support professional learning communities focused on literacy implementation and continuous improvement.

Assessment and Continuous Improvement

- Analyze student achievement, assessment, and implementation data to identify trends, monitor progress, and drive continuous improvement efforts.

- Utilize district assessment systems and data management platforms to monitor literacy achievement and inform instructional decision-making.
- Lead the development and implementation of literacy assessments and progress-monitoring systems.
- Recommend instructional resources, interventions, and supports based on student performance data and evidence-based practices.
- Promote the effective use of educational technology and digital resources to enhance literacy instruction, assessment, intervention, and progress monitoring.

Student Literacy Opportunities

- Empower students to publish, present, and showcase authentic literacy products through publications, exhibitions, performances, research presentations, competitions, capstone projects, and community partnerships.
- Promote opportunities for student voice, inquiry, communication, and authentic audience engagement.
- Foster a culture of reading, writing, scholarship, and civic discourse across secondary schools.

Other Responsibilities

- Prepare reports and presentations for district leadership and the Board of School Directors.
- Assist in grant development and resource acquisition to support literacy initiatives.
- Maintain collaborative relationships with higher education institutions, educational organizations, and community partners.
- Perform other duties as assigned by the Executive Director of Learning and Teaching, Deputy Superintendent/Chief Academic Officer, or Superintendent.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths &

weaknesses; Aligns work with strategic goals; Demonstrates ingenuity and inventiveness in the performance of assigned tasks

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.