



## *Position Description*

### **Director of Literacy**

*Salary Level: Based on Act 93 Agreement*

*Contract/Benefits: Based on Act 93 Agreement*

*Department or Area: Learning & Teaching*

*Reports To: Executive Director of Learning & Teaching*

*Prepared Date: April 21, 2023*

*Prepared by: Mr. Will Seng, Acting  
Director of Human Resources*

*Approved By: Dr. Carol D. Birks,  
Superintendent*

### ***Qualifications:***

- An appropriate valid and current Pennsylvania Instructional II and Supervisory and/or Principal Certificate
- A Master's Degree with Course Work in curriculum and instruction
- Three to Five years' experience In Central Office and/or School Level Leadership
- Five years of successful public-school teaching experience
- Excellent communication skills
- Knowledge of and flexibility in the use of computers and software programs typically used within the classroom
- A valid and current operator's license for a motor vehicle and have access to an operable vehicle for traveling within and outside the district.
- Satisfactory work record & criminal/child abuse clearances (Acts 34 and 151)
- Such additional or alternatives to the above qualifications as the board or superintendent may determine appropriate and acceptable

Note: 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.

### ***Summary***

The Director of Literacy will lead the implementation of evidence-based literacy practices, focusing on pre-kindergarten through twelfth-grade components of the science of reading and structured Literacy in grades Pre-Kindergarten through Eight. The ideal candidate will possess a deep understanding of evidenced-based strategies for literacy development for all students served in the Allentown School District, and has experience in developing and leading systems aligned to the Districtwide vision for literacy development and application that foster reading success for all students.

- Lead the development and implementation of a comprehensive PreK-12 literacy strategy centered on the Science of Reading to ensure evidence-based practices across all grade levels.
- Oversee and guide the integration of structured literacy components, including phonology, orthography, morphology, syntax, and semantics, into curriculum design and instructional practices.

- 
- Collaborate with school leaders, instructional leaders, teachers, and instructional coaches to promote high-quality professional development on evidenced-based practices and structured literacy approaches and support their effective classroom implementation.
  - Evaluate students' literacy data to monitor progress, identify gaps, and implement targeted interventions based on the Science of Reading, Structured Literacy, and evidenced-based practices.
  - Provide guidance and support in selecting and implementing evidence-based reading and writing assessments aligned to the Science of Reading.

### ***Essential Duties and Responsibilities***

- Provides oversight in the implementation of all literacy curricula, in all curricular areas and interventions, Pre-K through 12
- Coordinates the development of a District-wide Literacy philosophy and assures complete alignment of all content areas as they relate to Literacy, with the Standards Aligned System (SAS)
- Coordinates with all departments to ensure that Literacy is fully integrated Pre-K through 12
- Coordinates with Human Resources in screening, interviewing and hiring all staff related to Literacy
- Responsible for establishing and maintaining District common assessments aligned to literacy curriculum
- Collaborates with the Executive Director of Professional Learning in providing oversight and planning for all professional development of Literacy; including pre-service and in-service workshops and in-service programs at the district and building level
- Collaborates with appropriate personnel in the development, writing, and implementation of proposals to acquire funding
- Coordinates the preparation of status reports and presentations to teachers, administrators, district office personnel and the Board of School Directors as they relate to Literacy
- Provides committee leadership in all Literacy related areas
- Interfaces with Supervisors of Instruction in organizing classroom learning to focus on comprehension checks, responsive classrooms and higher order thinking skills
- Collaborates with the Chief Academic Officer in preparing and monitoring Literacy line items in the curriculum budget and equitably provides resource support
- Maintains a collaborative working relationship with state and local education agencies
- Participates on higher education, business, and community education advisory committees
- Performs other duties as assigned by the Chief Academic Officer or the Superintendent

---

***SUPERVISORY RESPONSIBILITIES***

Directly supervises office staff. Responsibilities include interviewing, recommending hiring, and training employees; planning and coordinating work; appraising performance; rewarding and disciplining staff; addressing complaints, and resolving problems. Carries out supervisory responsibilities in accordance with the district's policies and applicable laws.

***Competencies***

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

***Interpersonal Skills******Interpersonal Relations***

Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others.

***Oral Communication***

Speaks clearly and persuasively in positive or negative situations; listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills.

***Written Communication***

Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively.

***Teamwork***

Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of staff above own interests and recognition; Able to build group commitment to goals and objectives.

***Organizational Skills******Cost Awareness***

Works within fiscal constraints; Conserves district/school resources.

***Diversity***

Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment; assembles a diverse staff.

***Organizational Support***

Follows policies and procedures; Completes administrative tasks and reports correctly and on time; supports district/school's goals and values.

***Strategic Thinking***

Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

---

### *Personal Competencies*

#### *Judgment*

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

#### *Ethics*

Treats people with respect; Keeps commitments; inspires the trust of others; Works ethically and with integrity.

#### *Motivation*

Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals

#### *Planning/Organizing*

Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives.

#### *Professionalism*

Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions.

#### *Personal Quality*

Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality.

#### *Dependability*

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.

#### *Innovation*

Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

### ***Physical Demands***

The physical demands described here are representative of those that must be met by a coordinator 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 coordinator is regularly required to talk or hear. The coordinator is frequently required to walk, climb stairs, bend, and lift. The coordinator is required to use hands to fingers or handle documents, telephone, etc. The coordinator 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***

Performance will be evaluated annually by the Assistant Superintendent, Curriculum & Instruction, in accordance with District policy and regulations pertaining to professionals.

Reviewed and read by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Individual serving in this position*