

**EDUCATIONAL SERVICE CENTER OF LORAIN COUNTY**  
**JOB DESCRIPTION**

**JOB TITLE:** Literacy Consultant

**QUALIFICATIONS:**

1. Master's Degree in education, special education, education administration or appropriate field or evidence of equivalency. A master's degree in reading or literacy education, or master's degree in a related area with either reading or literacy endorsements on state license is preferred or speech-language pathologist license.
2. Three to five years of successful classroom teaching that includes reading/literacy instruction, school improvement planning or building or central administration or related experience.
3. ODE license appropriate to the individual's profession (special education administration, intervention specialist, related services personnel, etc.).
4. School administrative or literacy coaching experience preferred.
5. Expertise in how to improve student learning through the implementation of high-quality evidence-based reading/literacy strategies.
6. Ability to use technology as both a productivity tool and as a method of communication; proficient in computer applications including Microsoft Office and Google.
7. Strong communication skills, oral and written.
8. A thorough understanding of the intended outcomes of Ohio Improvement Plan implementation and an understanding of the standards of essential practice outlined in Ohio's Leadership Developmental Framework (including the OLAC modules and formative assessment).
9. Experience implementing the Ohio Improvement Process and an understanding of Ohio's One Needs Assessment, Root Cause Analysis
10. Expertise and/or significant leadership experience in several of the following areas:
  - a. Language and literacy development, Adolescent Literacy experience preferred;
  - b. Knowledge of IDEA and Elementary and Secondary Education Act (ESEA), and Every Student Succeeds Act (ESSA);
  - c. Data analysis, including data-based decision making and thorough understanding of Ohio's accountability system and the use of student and adult implementation data;
  - d. Understanding of Reading Improvement and Reading Achievement Plans;
  - e. Solid foundation in Ohio's Plan to Raise Literacy;
  - f. Basic understanding of LETRS;
  - g. Understands and embraces the philosophy of the Science of Reading;
  - h. Has knowledge of Ohio's Learning Standards (PK-12) and current statewide assessments;
  - i. Research-based instructional practices, including development and implementation of academic and behavior supports;
  - j. Focused planning, including use of strategic problem solving;
  - k. Coaching and consultation skills;
  - l. Implementation and monitoring of improvement efforts;
  - m. Knowledge of the Ohio Improvement Process;
  - n. Culturally responsive and equitable systems and practices;

- o. Delivery of high quality professional development and technical assistance;
- p. Evidence-based processes and instructional practices, including development and implementation of academic and behavior supports.

Deviations from these qualifications must be submitted with justification for approval by the Ohio Department of Education.

REPORTS TO: Director State Support Team Region 2

CONTRACT: 120 Days

**JOB DESCRIPTION:**

1. Regularly communicates effectively with other educational partners to leverage resources and expertise for the delivery of regional services.
2. Attends ODE required and sponsored meetings and training including meeting regularly with the ODE staff and SST Literacy Specialists to implement a professional development plan.
3. Provide differentiated and tiered information, professional learning, coaching and technical assistance to public school personnel in the region on current federal and state rules, regulations, standards and guidance as identified by ODE and the needs of public districts, programs, families and communities including:
  - a. Evidence of previous professional development materials.
4. Provide differentiated and tiered supports to public school personnel in the region to increase capacity to engage in systemic and sustainable improvement and implement research based processes and practices that impact educational outcomes for all children Pre-K to age 22 in the following ways:
  - a. Teacher Based Teams (TBTs), Building Level Teams (BLTs) and District Level Teams (DLTs);
  - b. Support School Improvement facilitators through regularly scheduled meetings;
  - c. Evidence based strategies supporting the influence areas as identified in the decision framework (curriculum, instruction, assessment, community/environment);
  - d. Access and use of learning standards, curriculum and assessments utilizing principles of Universal Design;
  - e. Instructional practices that focus on the academic, functional achievement, and social-emotional needs of all students.
5. Analyze and interpret data (i.e. assessment data).
6. Provide High Quality Technical Assistance (TA), Coaching and Professional Development (PD) to districts regarding curriculum, instruction and assessment implementation, and the 5 Step Process of School Improvement.
7. Work with teams to analyze, synthesize, and evaluate program progress and implement changes according to the Ohio Improvement Process framework.
8. Provides ongoing updates to the SST Director regarding the progress of the SST work with the districts.
9. Participate and facilitate training determined by ODE.
10. Works independently and in small groups on assigned professional development projects and share project work at face-to-face monthly meetings and/or virtual meetings.
11. Collaborates with building literacy coaches to support individual, teacher-based teams, and building leadership teams' analysis and use of literacy data to design

evidence-based instruction and interventions, as well as future professional development needs.

12. Facilitates network opportunities.
13. Supports administrators and teacher teams in review and analysis of their existing core reading programs.
14. Submit on a regular basis current and relevant information for the SST2 website, newsletter and reports.
15. Additional duties and responsibilities as assigned by the Director State Support Team Region 2.

#### **PROFESSIONAL RESPONSIBILITIES REQUIRED:**

1. Demonstrates professionalism including attendance and punctuality and contributes to a positive work environment.
2. Organizes tasks and manages time effectively.
3. Manages individual, group, and organizational interactions while averting problem situations and intervening appropriately to resolve conflicts.
4. Effectively communicates using verbal, nonverbal, writing and listening skills.
5. Exercises self-control and perseverance when dealing with students, staff and public.
6. Accurately completes paperwork and inputs data according to established deadlines.

#### **WORKING CONDITIONS/PHYSICAL DEMANDS**

The characteristics listed below are representative of the work environment typically encountered by an individual while performing the essential duties of this position. Reasonable accommodation may be provided to enable individuals with disabilities to perform essential duties.

1. Expected movements consistent with a school environment and occasionally lifting up to 30 pounds.
2. While performing the duties of this job, the employee is regularly required to stand, walk, and sit; must have fully functioning arms and hands and are required to talk and/or hear.
3. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to adjust focus.
4. While performing the duties of this job, the employee is exposed to a normal school environment.
5. Local travel may be required for training/meetings/events.

**NOTE:** The above-stated duties are intended to outline those functions typically performed by individuals assigned to this classification. This description of duties is not intended to be all-inclusive or to limit the discretionary authority of management to assign other tasks of a similar nature or level of responsibility. Created 4/25