

QUITMAN SCHOOL DISTRICT

Literacy Curriculum and Intervention Specialist

DESCRIPTION OF POSITION

QUALIFICATIONS FOR THE POSITION

MINIMUM

- Master Degree or higher
- Valid Administrator License
- A minimum of five years teaching experience
- Excellent communication and presentation skills
- Deep understanding of scientifically based research and evidence based practices for teaching reading
- Knowledge Curriculum, Instruction, and Assessment
- Knowledge of analyzing data as the basis for making instructional decisions
- Ability to use technology effectively
- Effective interpersonal and communication skills

DESIRABLE

- Excellent knowledge of reading/language arts curriculum
- Excellent oral and written communication skills
- Demonstrated leadership abilities
- Demonstrated leadership in professional development
- Willingness to effectively work with principal and staff
- Knowledge of reading diagnostic measures, such as I-Ready and Star Reading

REPORTS TO:

Superintendent

SUPERVISES:

Not Applicable

DUTIES AND RESPONSIBILITIES OF THE POSITION

- Provides leadership for the school by offering a variety of services customized to fit the context and needs of the school at the teacher, grade, content, and building level.
- Assists in implementing a balanced literacy program that will support the delivery and continuous monitoring of effective high impact literacy instruction throughout the school.
- The school literacy program will be based on the Mississippi College and Career Readiness Standards and will support the literacy strengths of the school while focusing on targeted areas identified through formative and summative assessments in need of improvement. These targeted areas in need of improvement will be identified and monitored by the Literacy Curriculum and Intervention Specialist, the principal and the teachers working together throughout the year to use data to inform and shape instruction
- Assists in the design and delivery of ongoing, job embedded professional development focused on the areas in need of improvement to enable teachers to offer powerful reading instruction to meet the literacy needs of every child.

- Coordinates the literacy program in each school by:
 - *Working with the superintendent, principal, lead teachers, school leadership team and teachers to design a school-wide literacy program.
 - *Planning, conducting, and facilitating professional development; conducting faculty-wide workshops; providing coaching and mentoring; facilitating small group meetings, grade-level meetings, and across grade level meeting; and working with individual teachers.
 - *Aligning literacy strategies within the school.
 - *Working with the principal and district office personnel to seek grant monies to fund literacy materials and professional development.
- Coordinates grades K-12 reading in the language arts classes and guides teachers to:
 - *Develop standards-based curriculum using Mississippi College and Career Readiness Standards.
 - *Implement differentiated instruction
 - *Analyze classroom and school level data
 - *Create a learning community among the literacy, science, and social studies teachers
 - *Attend recommended workshops/training
- Supports language arts teachers in core curriculum instruction by:
 - *Modeling literacy instruction in the classrooms
 - *Coaching/mentoring teachers in literacy instruction
 - *Aligning the use of strategies in content area instruction with those being taught in language arts instruction
 - *Coordinating on-going professional development and goals with the school and district administrators
 - *Assisting teachers with teaching methods, lesson plans, classroom management, and any other area when they need curricular assistance
 - *Attending literacy workshops suggested and approved by Superintendent
- Conducts frequent classroom observations using approved evaluation instrument and provides feedback to teachers for effective change in instruction (not to supplant principal's formal and informal evaluations).
- Coordinates with Assessment Specialist in the screening and early identification of students who are struggling with specific reading and spelling skills or characteristics of Dyslexia.
- Devises plans for intervention as needed for compliance with state guidelines.
- Provides leadership and direction to Instructional Interventionists through district-level meetings, promoting collaboration, continuity of forms, and smooth transition of students from Tier to Tier and school to school as appropriate.
- Assists district and school administrators and staff in developing, organizing, and implementing a school- and district-wide comprehensive intervention program to meet the needs of all learners.
- Assists with data analysis relating to effectiveness of instruction and interventions.
- Arranges for periodic staffing sessions with each school's interventionists and district psychologists and psychometrists to review folders and strategies.
- Communicates district intervention strategies and effectiveness with parents and other stakeholders as appropriate.

TERMS OF EMPLOYMENT:

As determined by the Board of Trustees.

EVALUATION:

Performance of this job will be evaluated annually.

Board Approved 2/12/18

