

TITLE: Reading and Language Arts Coordinator

Title of Immediate Supervisor:	Department:	FLSA Status:
Director of Continuous	Teaching, Learning and Equity	Exempt
Improvement and Support		
Accountable For (Job Titles):		Pay Grade Assignment:
Reading Interventionists, English		Duluth District-Wide Instructional
Language Learners Teacher		Administrative Association
		(DDWIAA), Pay Class

General Summary or Purpose Of Job:

The Reading and Language Coordinator is responsible for leading the district's efforts in fulfilling the requirements of the Minnesota Reading to Ensure Academic Development (READ) Act. This position supports development and delivery of professional services and resources for educators that focus on evidence-based instructional practices in literacy. The primary purpose of the Literacy Coordinators work is to improve the quality of education for all learners. This position will participate in a variety of assigned projects around the implementation of evidence-based literacy practices. The position requires an indepth level of knowledge of the science of reading and multi-tiered systems of support.

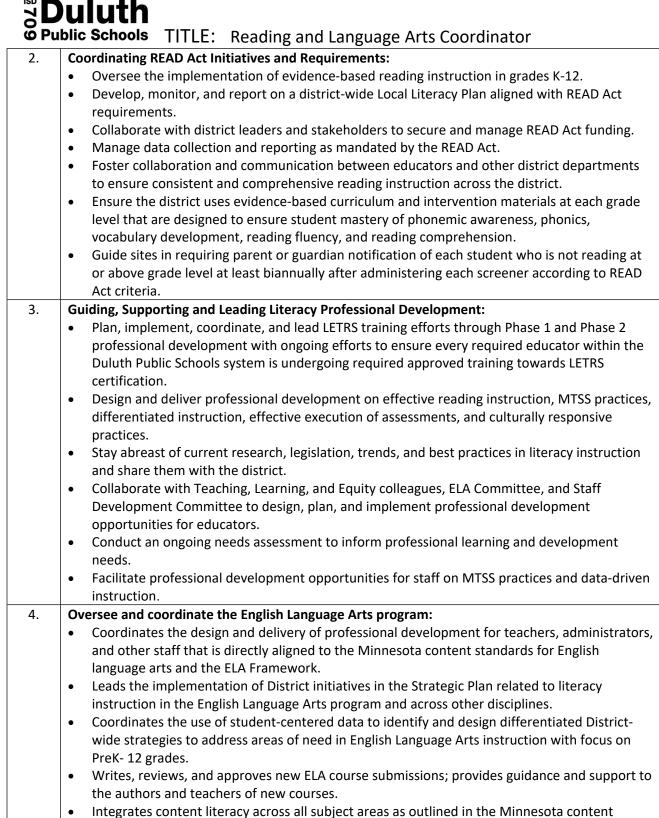
The READ Act:

The Minnesota READ Act aims to ensure that every child in Minnesota reads at or above grade level at every grade and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. This comprehensive legislation outlines various requirements for school districts, including:

- Implementing a MTSS framework for early identification and intervention for students struggling with reading.
- Providing access to evidence-based reading instruction for all students K-12.
- Developing and implementing a district-wide reading plan aligned with the READ Act's goals.
- Reporting data on student progress in reading to the Minnesota Department of Education (MDE).

This position is also responsible for planning, developing, implementing, and monitoring the English Language Learners (ELL) program (K-12). The position develops the curriculum and assessments, provides staff development, and prepares and monitors the program budget. Position also provides technical assistance to identified schools and takes action as necessary to ensure that schools comply with federal (Title III) and state directives, guidelines and reporting requirements.

DUTY							
NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)						
1.	Support implementation of the Academic Multi-Tiered System of Support (MTSS) Framework:						
	 Collaborate with district leadership, other district departments, building leaders, and teachers to ensure fidelity in implementing MTSS for effective literacy and intervention instruction. Provide overarching guidance for the district and individual sites in execution of an impactful MTSS structure, specifically in the realm of literacy. Develop, coordinate, implement, and monitor comprehensive assessment systems including screening, progress monitoring, and diagnosis for early identification of all students needing reading support. 						



standards.
Coordinates the use of student-centered data to identify and design differentiated District-

wide strategies to address areas of need in English Language Arts instruction with focus.



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5.	Oversee and coordinate the English Language Learners program:
	Supervise and administer a district-wide language instructional educational program for PreK
	– 12 English Learners.
	Collaborate across curriculum to support language instruction.
	Provide guidance in the selection of textbooks and other teaching materials and equipment
	for the program.
	• Serve as a resource and advisor to teachers regarding the PreK- 12 ELL Program.
	• Evaluate the effectiveness of instructional methods and programs and recommend revisions
	and improvements as needed.
	Coordinate curriculum and assessment development, implementation, and revision.
6.	Collaboration with District Leadership and Site Based Teams:
	Collaborate with district leadership to ensure a cohesive and integrated approach to core
	literacy instruction and interventions.
	• Participate in district leadership meetings to provide updates on structured literacy initiatives,
	discuss challenges, and contribute to district-wide planning.
	 Collaborates with colleagues within the Teaching and Learning Department in long and short-
	term visioning, planning, and execution.
	 Coordinate with external experts and organizations as needed including Regional Center for
	Excellence.
	 Collaborate with intervention educators and other district colleagues to ensure alignment
	between core curriculum, interventions, and structured literacy initiatives.
	 Assist district and site teams in ensuring culturally responsive environments for all students
	and examining cultural differences and their impact on student achievement overarchingly
	and, specifically, in the realm of literacy.
	Assist other district departments in consultation and completion of relevant reporting
	sections in district plans such as World's Best Work Force, Achievement and Integration Plan,
	and Title I application submission.
	Present information to administrators and other stakeholders as requested or required.
7.	Coaching, Mentoring, Modeling, and Problem-Solving:
	 Provide ongoing site-based coaching and mentoring to principals and teachers to support the
	implementation of structured literacy practices, evidence based strategies, and the
	continuous improvement process.
	 Conduct classroom observations, provide constructive feedback, and assist teachers and
	principals in refining instructional techniques to meet the diverse needs of students.
	 Provide opportunities for teachers to observe the modeling of instruction and co-teach in literacy as part of seaching when peeded
	literacy as part of coaching when needed.
	 Problem-solve with principals and teachers in making responsive instructional decisions
-	regarding interventions and extensions to meet student needs.
8.	Data Driven Decision Making:
	Analyze district literacy assessment data using findings to inform decision-making and drive
	continuous improvement in core and intervention literacy instruction.
	Work closely with teachers, program coordinators, principals, and district leaders to analyze
	school and district level data identifying trends, areas for improvement, core and intervention
	needs, and for reporting purposes.
	Guide school Continuous Improvement Teams and Data Review Teams in using data to drive
	and refine instructional practices.
	Assist schools with conducting site comprehensive needs assessment while executing the
	continuous improvement process.

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9. Other:

- Facilitates and participates in related projects, processes, and committees as requested and needed.
- Other duties may be assigned in alignment with district and site-based literacy implementation and continuous improvement.

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

- Bachelor's degree in education with MN Teaching license.
- A minimum of 4 years of teaching experience in a K-12 setting
- Certification in a MDE approved literacy professional development program with a score of at least 80% (CAREIALL: Advancing Language and Literacy or OL&LA: Online Language and Literacy Academy or LETRS (Lexia): Language Essentials for Teachers of Reading and Spelling. If not, willingness to immediately receive training to earn certification

Preferred Qualifications:

- Master's degree in Reading Education, Curriculum and Instruction, or a related field.
- Certification in LETRS training with a score of at least 80%.
- Prior district-level position in a leadership role.

Knowledge Requirements:

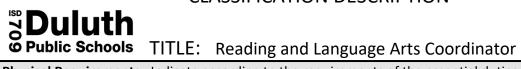
Requires knowledge of:

- Demonstrated knowledge of Minnesota English Language Arts Standards.
- Demonstrated knowledge of effective reading instruction, MTSS frameworks, classroom management techniques, current research on best practices and strategies, and data-driven decision-making.
- Knowledge of learning acceleration and intervention practices and strategies.
- Experience in planning, facilitating, and leading professional development.
- Ability to collaborate and coordinate with others in establishing a vision and ability to continually align efforts.
- Strong understanding of literacy assessment tools and data analysis.
- Coaching and mentoring teachers.

Skill/Ability Requirements:

Skilled in:

- Strong leadership, collaboration, and facilitation of committees and teams with the ability to meet timelines, provide direction to work teams, and delegate appropriately.
- Works effectively with students, parents, administrators, colleagues, community, and other school system staff.
- Excellent oral and written communication skills
- Effectively communicating and working with diverse groups of people such as (but not limited to) district office personnel, principals, teachers, students and parents.
- Analyzing and evaluating data for specific use.
- Prioritizing workload and conflicting demands.
- Working in a diverse socio-economic and multicultural community.
- Promoting the belief that all students can and should learn.
- Developing and providing effective presentations to the public, Board of Education and staff.
- Effectively communicating orally and in writing, with a variety of public, staff and management groups.



Employee is required to:	Never	1-33%	34-66%	(66-100%
		Occasionall	Frequently	Co	ntinuously
		У			
Stand		\checkmark			
Walk		\checkmark			
Sit			\checkmark		
Use hands dexterously (use fingers to			\checkmark		
handle, feel)					
Reach with hands and arms					
Climb or balance					
Stoop/kneel/crouch or crawl					
Talk and hear					
Taste and smell					
Lift & Carry: Up to 10 lbs.			\checkmark		
Up to 25 lbs.					
Up to 50 lbs.					
Up to 100 lbs.					
More than 100 lbs.	\checkmark				
General Environmental Conditions:					
General Physical Conditions:					
Work can be generally characterized as:					
Sedentary Work: Exerting up to 10 pounds		•			
frequently or constantly to lift, carry, push	, pull or oth	erwise move ol	ojects, includi	ng the hu	man body.
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Vision Requirements: Check box if relevan	•	Yes N	•		
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