

CLASSIFICATION DESCRIPTION



TITLE: Reading and Language Arts Coordinator

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

General Summary or Purpose Of Job:
<p>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 in-depth level of knowledge of the science of reading and multi-tiered systems of support.</p> <p>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:</p> <ul style="list-style-type: none"> 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). <p>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.</p>

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)
1.	<p>Support implementation of the Academic Multi-Tiered System of Support (MTSS) Framework:</p> <ul style="list-style-type: none"> 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.

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2.	<p>Coordinating READ Act Initiatives and Requirements:</p> <ul style="list-style-type: none">• Oversee the implementation of evidence-based reading instruction in grades K-12.• Develop, monitor, and report on a district-wide Local Literacy Plan aligned with READ Act requirements.• Collaborate with district leaders and stakeholders to secure and manage READ Act funding.• Manage data collection and reporting as mandated by the READ Act.• Foster collaboration and communication between educators and other district departments to ensure consistent and comprehensive reading instruction across the district.• Ensure the district uses evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.• Guide sites in requiring parent or guardian notification of each student who is not reading at or above grade level at least biannually after administering each screener according to READ Act criteria.
3.	<p>Guiding, Supporting and Leading Literacy Professional Development:</p> <ul style="list-style-type: none">• Plan, implement, coordinate, and lead LETRS training efforts through Phase 1 and Phase 2 professional development with ongoing efforts to ensure every required educator within the Duluth Public Schools system is undergoing required approved training towards LETRS certification.• Design and deliver professional development on effective reading instruction, MTSS practices, differentiated instruction, effective execution of assessments, and culturally responsive practices.• Stay abreast of current research, legislation, trends, and best practices in literacy instruction and share them with the district.• Collaborate with Teaching, Learning, and Equity colleagues, ELA Committee, and Staff Development Committee to design, plan, and implement professional development opportunities for educators.• Conduct an ongoing needs assessment to inform professional learning and development needs.• Facilitate professional development opportunities for staff on MTSS practices and data-driven instruction.
4.	<p>Oversee and coordinate the English Language Arts program:</p> <ul style="list-style-type: none">• Coordinates the design and delivery of professional development for teachers, administrators, and other staff that is directly aligned to the Minnesota content standards for English language arts and the ELA Framework.• Leads the implementation of District initiatives in the Strategic Plan related to literacy instruction in the English Language Arts program and across other disciplines.• 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 on PreK- 12 grades.• Writes, reviews, and approves new ELA course submissions; provides guidance and support to the authors and teachers of new courses.• Integrates content literacy across all subject areas as outlined in the Minnesota content 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.	<p>Oversee and coordinate the English Language Learners program:</p> <ul style="list-style-type: none"> • 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.	<p>Collaboration with District Leadership and Site Based Teams:</p> <ul style="list-style-type: none"> • 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.	<p>Coaching, Mentoring, Modeling, and Problem-Solving:</p> <ul style="list-style-type: none"> • 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 coaching when needed. • Problem-solve with principals and teachers in making responsive instructional decisions regarding interventions and extensions to meet student needs.
8.	<p>Data Driven Decision Making:</p> <ul style="list-style-type: none"> • 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.	<p>Other:</p> <ul style="list-style-type: none">• 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.
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<p>Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)</p> <ul style="list-style-type: none">• 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
<p>Preferred Qualifications:</p> <ul style="list-style-type: none">• 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.

<p>Knowledge Requirements:</p> <p>Requires knowledge of:</p> <ul style="list-style-type: none">• 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.
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<p>Skill/Ability Requirements:</p> <p>Skilled in:</p> <ul style="list-style-type: none">• 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.

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Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionall y	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to 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.			√	
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
General Environmental Conditions:				
General Physical Conditions:				
Work can be generally characterized as:				
Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.				
Vision Requirements: Check box if relevant				
	Yes	No		
No special vision requirements			√	
Close Vision (20 in. of less)				
Distance Vision (20 ft. of more)				
Color Vision				
Depth Perception				
Peripheral Vision				

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