

# Smith County Board of Education

## Job Description

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### *Curriculum and Instruction*

### **Literacy Leader**

#### **JOB SUMMARY**

To promote, support, and participate in the improvement of core curriculum literacy with the focus currently on Reading, Math, and Technology.

#### **QUALIFICATIONS**

- Teacher shall be licensed in accordance with state law and the regulations of the Tennessee State Department of Education. Such license shall be on file in the office of the Superintendent prior to beginning employment
- It is the responsibility of the employee to secure a certificate and to maintain its validity. When a teacher's contract must be terminated because the teachers' certificate has lapsed or otherwise become invalid, the Superintendent shall immediately suspend the teacher without pay pending disposition of the matter. The teacher shall be notified of the reason for the suspension and given an opportunity for a hearing before the Board
- All teachers shall demonstrate competency based on the current job assignment and performance standards as outlined in the appropriate state model for local evaluation
- Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

**PHYSICAL DEMANDS:** This job may require lifting of objects that exceed 10 lbs., Other physical demands that may be required are as follows:

- reaching
- talking
- hearing
- seeing

#### **ESSENTIAL FUNCTION/JOB DUTIES**

- Assist the building administrator and faculty to assess the school's current core curriculum and to develop a vision, goals and benchmarks for the school's achievement.
- Assists the building administrator with coordination and assistance necessary for the successful implementation of the schools' vision around reading for all children.
- Works with other Literacy Leaders, principals and appropriate administrators to coordinate Reading First and other literacy initiatives throughout the school.
- Serves as a link between the school staff and the approved providers of professional development; brokers additional professional development and technical assistance, as needed; insists on results-based training.
- Assists K-8 teachers in building a learning community around reading; ensures classroom follow-up to training; encourages reflective practice and sharing accountability; organizes grade level meetings and small group sessions.

- Works with teachers to insure that kindergarten through third grade curricula and programs are centered on the five essential elements of reading.
- Provides information about and assists K-8 teachers in effective classroom management for the teaching of reading, focusing on flexible grouping based on assessment results and instructional needs, including intervention.
- Monitors the implementation of the K-3 reading program with classroom visits; assures that a 90 minute (or more) block of reading is scheduled for every child in every class every day.
- Serves as a reading coach and mentor; models effective reading instruction for teachers when necessary; gives teachers supportive feedback on their implementation of reading instruction.
- Assists teachers in the alignment of instruction with grade level standards. Uses technology to enhance Student Achievement.
- Assists teachers and building-level administrators in the evaluation and selection of K-8 reading programs, reading assessments, and supplemental materials that are based in the SBRR.
- Ensures that K-8 teachers understand the use of assessment to inform instructional decisions and strategies as well as the use of approved screening, diagnosis, progress, monitoring and outcome assessments.
- Ensures that assessments are conducted in accordance with an annual assessment plan and schedule, and that these results are available to teachers in a timely manner.
- Assists K-8 teachers to interpret and use data to make good instructional decisions around reading.
- Works with K-8 teachers to continually monitor student achievement to insure that every child is making adequate progress; insures that reading instructional team has high expectations for all learners.
- Conducts Literacy Observations, Surveys, and Benchmarking activities required by the project evaluation plan.
- Participates, as appropriate, in the special education referral process to help identify children at risk of referral to special education because of difficulty in learning to read.
- Helps faculty move away from reading as an isolated endeavor toward an integration of reading within the classrooms and the curricula of the school.
- Adapts to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- Adapts to accepting responsibility for the direction, control, or planning of an activity.
- Adapts to dealing with people beyond giving and receiving instruction.
- Adapts to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.
- Perform other duties as assigned.

#### **GENERAL REQUIREMENTS:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.