



Annandale Public School District 876

JOB DESCRIPTION

Position Title:

Reading Teacher/Literacy Coach/ Title I Coordinator

Department:

Certified

Unit:

AEA

Immediate Supervisor:

Building Principal

Grade Placement:**FLSA Status:****Job Summary:**

Under the direction of the Building Principal, the Reading Teacher/Literacy Coach/Title I Coordinator is responsible for overseeing and supervising interventions for regular education students. Responsibilities include delivering small group instruction in the areas of reading and math for both lower and higher achieving students, communicating with all stakeholders, maintaining accurate records, supervising students, participating in school improvement initiatives and learning professionally.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plans and develops instructional plans, lessons and other support activities to present approved district curriculum in accordance with district goals and objectives. Determines needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject areas.
2. Provides and delivers small group instruction to students incorporating the essential elements of instruction and best practice techniques. Small group instruction occurs with lower achieving students and gifted/talented students.
 - Provides instruction at appropriate levels of difficulty.
 - Assesses student progress and determines the need for additional reinforcement or adjustments to instructional plans/techniques/goals.
 - Teaches specific learning objectives according to district and MN state standards.
 - Determines and employs various teaching techniques, methods and principles of learning to best meet the needs of students and district learning outcomes.
3. Evaluates and collects intervention data regarding student performance against learning objectives. Develops and implements assessments and provides appropriate feedback. Communicates with appropriate stakeholders regarding student progress.
4. Supervises Title I Paraprofessionals by providing instructional leadership and feedback, completing semi-annual observations, mentoring, in-service delivery, student placement and assistance for substitute paraprofessionals.
5. Coordinates the district Response to Intervention Team (RTI) by leading monthly meetings and assisting teachers with interventions, collecting data and preparing paperwork for Child-Study Team (CST) meetings.
6. Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum. Serves on district committees, administrative meetings or IEP meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision-making and improvement processes.

7. Assists staff on an individual and small group basis with the implementation of the literacy curriculum. Supports staff by providing best-practice research and assisting with curriculum development, assessment development and overall literacy integration.

8. Performs other related duties as assigned.

EDUCATION AND KNOWLEDGE REQUIREMENTS

Education Training and Experience Requirements:

- Bachelor's Degree with a major in Education
- At least 1 to 3 years of prior work related experience is required

License/Certification Requirements:

- State of MN Teaching License - Elementary Education
- Reading Recovery Licensure
- K-12 Reading Licensure

Knowledge required to perform the essential functions of the job:

- Knowledge of best practice teaching principles, techniques and approaches.
- Knowledge of child development theories and development stages and needs.
- Knowledge of current trends, theories and technologies pertaining to learning, interventions and instruction.
- Knowledge of assessment procedures and techniques.
- Knowledge of subject material, concepts and issues related to subject of assignment.
- Knowledge of instructional technologies and software, equipment, tools and devices used in presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district.
- Knowledge of Rtl framework and process.

WORK SKILLS AND CHARACTERISTICS

Skills required to perform the essential functions of the job:

- Ability to effectively interact and communicate with students, parents, staff, administrators and other educational professionals to best meet the needs of students.
- Skilled in establishing and maintaining effective working relationships with employees, supervisors and building staff.
- Planning and developing lesson plans consistent with approved program curriculum and MN standards.
- Presenting materials and concepts in an understandable and developmentally appropriate manner.
- Developing assessment tools, assessing and evaluating student performance and needs.
- Presentation skills; leading and facilitating group activities and discussions.
- Using a variety of instructional aids and technologies.
- Small group management functions and activities.
- Advising and making recommendations to district administrators or committees concerning needs in curriculum and learning approaches.

PHYSICAL REQUIREMENTS

Physical requirements associated with the position can be best summarized as follows:

Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.