



POSITION DESCRIPTION

POSITION TITLE	Director of Literacy, PreK-12
SCHOOL/DEPARTMENT	Curriculum and Instruction
SALARY	Admin VI plus supplement
FLSA STATUS	Exempt
REPORTS TO	Executive Director of Curriculum & Instruction
SUPERVISES	Instructional Technology Instructional Facilitator, Literacy Instructional Facilitator (s)
WORK WEEK SCHEDULE	Monday - Friday; must be able to work late evenings and some weekends
WORK HOURS	40
NUMBER OF MONTHS PER YEAR	12

POSITION PURPOSE: The Director of Literacy performs a variety of administrative tasks in coordinating the successful implementation of PreK-12 Reading and English Language Arts programs in the school system as well as designing, coordinating, and delivering professional development opportunities and resources to assist staff in reflecting upon and improving practices that support increasing student achievement as outlined in the school system's strategic plan. As part of the Literacy component, the Director provides guidance to ensure instruction is aligned with the North Carolina Standard Course of Study, interpreting changes to the curriculum, and informing teachers, principals, and district personnel of the implications of those changes. S/he guides district level ELA teams with evaluating the effectiveness of instructional methods and programs and helps to develop evidence based strategies for implementation and improvement. Additionally, the Director acts as the district literacy leader and facilitates ELA district literacy meetings, professional development, and planning sessions. The Director coordinates ELA related professional development and ensures consistency and equity of ELA instruction across the district. She/he manages assigned tasks and serves as a link between district leadership, administrator learning and leadership, professional learning, schools, and department to support a professional learning program that is innovative, research-based and job-embedded.

MINIMUM QUALIFICATIONS:

KNOWLEDGE, SKILLS, AND ABILITIES



- Thorough knowledge of reading research, theories, principles, and best practices that are used in reading education to increase student reading achievement
- Thorough knowledge of the North Carolina Standard Course of Study as it applies to Reading and English Language Arts
- Considerable knowledge of the current literature, research, trends, and developments in the field of Reading and English Language Arts instruction, PreK-12
- Considerable knowledge of the principles and methodologies of adult learning with demonstrated experiences in sharing that knowledge with colleagues through formal and informal professional learning activities
- Demonstrated ability to deliver and articulate oral presentations and written presentations effectively
- Demonstrated ability to interact effectively with teachers, administrators, students, families, Board of Education members, and other stakeholders
- Demonstrated exceptional skills in written and verbal communications
- Demonstrated history of a sense of responsibility for professional growth by seeking continuing education and in-service training programs for the purposes of self-development and continued improvement
- Demonstrated professionalism by working cooperatively with staff members, respecting the confidential nature of professional information
- Knowledge of basic computer technology: Microsoft Office
- Considerable knowledge of the principles of supervision, organization and administration
- General knowledge of the County and School Board policies, procedures and standards regarding reading education
- General knowledge of the organization and communication channels of the school system
- General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations
- General knowledge of the grant application and administration process
- Skill in counseling and developing staff
- Ability to review, evaluate and communicate testing results and to develop a plan of action based on conclusions
- Ability to select appropriate and effective literacy curriculum, literacy texts and other instructional materials
- Ability to develop and identify innovative and effective literacy instruction materials.
- Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs
- Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information
- Ability to develop meaningful annual budgets
- Ability to exercise considerable tact and courtesy in frequent contact with the public
- Ability to establish and maintain effective working relationships as necessitated by work

EDUCATION, TRAINING, AND EXPERIENCE



- A minimum of a Bachelor's Degree from an accredited institution in Reading or English Language Arts or related education field with extensive course work in education and experience in leading literacy initiatives
- Experience as a classroom teacher, school principal, and literacy coach
- Experience with program coordination and implementation of literacy curricula
- Experience planning, coordinating, facilitating, delivering, and evaluating professional development for adult learners
- Any equivalent combination of training and experience that provides the required knowledge, skills and abilities

CERTIFICATION AND LICENSE REQUIREMENTS

- Valid NC Certification in the area of Reading or English Language Arts, Administration or related field
- Preferred certification as a trainer in one or more areas of professional development for adult learners (e.g. Covey, Crucial Conversations, Adaptive Schools, Cognitive Coaching, etc.)
- Must possess a valid driver's license issued by the NC Department of Motor Vehicles

PREFERRED QUALIFICATIONS:

- Master's Degree from an accredited institution in Reading or English Language Arts
- Master's Degree from an accredited institution in Public Administration, School Administration, or similar area
- NC Certification as a School Principal
- Experience serving as a school administrator in a public school setting
- Three (3) years working with adult learners

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Maintain a collection of professional and reading/learning materials related to Reading and English Language Arts that reflect current research
2. Provide instructional strategies and various tools to aid the instructional process
3. Coordinate and provide a variety of district-wide professional development opportunities
4. Ensure training for Reading/English Language Arts teachers and for teachers in other content areas
5. Design monthly Instructional Facilitator/Instructional Coach professional development opportunities that align with District's strategic plan
6. Evaluate the need for and assist with the design of new course offerings and guidelines for student placement
7. Monitor, create, and update curriculum support documents
8. Assist the school system with the selection of appropriate textbooks, teacher guides and other instructional materials and equipment
9. Participate in regularly scheduled staff, district, regional, and school level meetings



10. Plan and oversee summer curriculum writing
11. Provide support to teachers in their classrooms through coaching, modeling, and mentoring
12. Help specialists, teachers, and school-based and central office administrators to link best practices and materials to standards
13. Develop and model mastery lesson plans
14. Help schools and Specialists analyze data and identify appropriate re-teaching and enrichment methods and strategies
15. Develop and support district-wide literacy initiatives
16. Provide monthly training and support for all school based and district-level instructional coaches and facilitators as well as school-based and central office administrators
17. Meet with principals to give curriculum updates and/or clarifications
18. Engage in vertical articulation of curriculum goals and objectives
19. Collaborate with other content area curriculum specialists to provide an integrated literacy program
20. Serve on various teams as requested
21. Work with state, community, civic, business and university groups to address educational issues
22. Update resources for teacher use
23. Write and implement grants
24. Assist with budget development
25. Work with directors of teacher learning and leadership and administrator learning and leadership to review and refine identified areas of the OCS professional learning program to fully support implementation of the strategic framework
26. Coordinate department work with the specialists to ensure alignment to the strategic framework and identified area of focus
27. Collaborate with all schools and other central office departments to develop leaders across the school system
28. Collaborate with all schools and other central office departments to support new staff members in their positions
29. Provide ongoing training and follow-up to administrators and teacher leaders regarding the use of protocols that support a collaborative culture that fosters growth and excellence
30. Design, conduct or participate in workshops, committees, conference, learning walks, data chats, and other learning activities designed to promote leadership and professional learning
31. Stay current with national and state standards, and current trends and issues related to professional learning and best practices; serve on a variety of state and local committees
32. Design, coordinate and manage portions of a system-wide professional learning program to support the professional growth of classified staff
33. Perform additional duties as assigned by the Superintendent, Deputy Superintendent, and/or Executive Director of Curriculum and Instruction



WORKING CONDITIONS	
PHYSICAL DEMANDS	Work is considered light physical work requiring the exertion of up to 20 pounds of force.
WORK ENVIRONMENT	Employees in this position are required to work in indoor and outdoor environments, and come into direct contact with OCS staff, students and the public.
ACKNOWLEDGEMENTS	
The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations	
<i>Reviewed by: Employee's Signature</i>	<i>Date</i>
<i>Approval by: Supervisor's Signature</i>	<i>Date</i>
The completed and signed position description shall be maintained at the employee's work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations.	

DISCLAIMER: *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, any time.*