

READING REGIONAL COORDINATOR

Application Deadline: June 26, 2009

Salary Range: \$50,000-70,000 (commensurate to experience)

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Job Description: See below for qualifications information.

Open Position: Region 1

All applicants must submit a letter of interest, qualifications document, and a resume indicating qualifications as they SPECIFICALLY RELATE to the listed criteria for this position via email. You must indicate in your letter if you are claiming Veterans' Preference. It is the responsibility of the applicant to submit sufficient information to enable the screening committee to effectively evaluate his/her education, training, and experience.

QUALIFICATIONS

1. Bachelor's degree (earned master's degree from an accredited institution desirable)
2. Reading certification or endorsement
3. Five (5) years successful teaching and/or coaching experience
4. Experience in improving student performance in demographically diverse schools
5. Demonstrated success working collaboratively with educators in establishing goals, objectives, and action plans to increase student achievement

KNOWLEDGE, SKILLS AND ABILITIES

- Deep, broad knowledge and expertise of what quality teaching and learning looks like in the classroom
- Ability to redirect instruction to improve instructional delivery
- Content-area knowledge and expertise in primary and secondary curriculum and pedagogy
- Knowledge and skill in data analysis
- Knowledge of various evidence-based instructional coaching approaches
- Knowledge about the use of applying protocols for faculty development
- Strong interpersonal skills that lead to an effective working relationship with all internal and external customers
- Strong written and verbal communication skills
- Strong presentation skills with the ability to deliver technical assistance in a form understood by customers and stakeholders
- Strong organizational and problem-solving skills
- Ability to work autonomously and employ multiple approaches to solve specific achievement challenges
- Strong analytic and interpretation skills
- Ability to build the capacity of others regarding quality instruction and intervention

in reading.

- Ability to orchestrate change
- Ability to meet tight deadlines
- Ability to balance multiple and competing priorities and maintain goal directed behavior and performance
- In-depth knowledge of state and federal laws, rules, policies, and procedures related to school improvement and Differentiated Accountability Plan
- Strong knowledge of Microsoft Office programs
- Ability to develop a sense of urgency among school and district administrators for the importance of a literacy focus in low-performing schools.
- Strong work ethic
- Knowledge of Florida Assessment in Reading (FAIR) and how to use assessments to differentiated instruction and provide intervention to struggling readers.
- Ability and skill to identify instructional and organizational concerns in reading instruction and develop a plan to assist and rectify concerns

An additional requirement of the job is to be able to travel in state for state meetings, workshops/conferences, and site related instructional modeling, coaching, and monitoring.

REPORTS TO:

Regional Executive Director

JOB GOAL:

Serves as a content expert to provide technical assistance and support to assigned schools and to prioritize services to schools identified as low achieving by state and federal standards. Using effective methods, resources, and evidence-based instructional strategies, the instructional specialist assists with the implementation of federal and state legislation, priorities, and requirements for school improvement. Reading coordinators focus on increasing the academic achievement for all students.

SUPERVISES:

None

PERFORMANCE RESPONSIBILITIES:

- Assigned to selected Correct II and Intervene schools by Regional Executive Director to assist, support, and monitor the effective implementation of reading programs, strategies, curriculum, intervention, and instruction.
- Coordinators need to take ownership of the reading process at assigned schools.
- Develops a robust school-based Literacy Leadership Team at assigned schools.
- Manifests a professional code of ethics and values.
- Assist non-reading and language arts teachers with infusing reading strategies and

benchmarks.

- Provide Content Area Reading- Professional Development (CAR-PD) at assigned schools.
- Coach and mentor school site reading coaches.
- Provide a non-threatening, open, professional, and collaborative work relationship with district level reading personnel and school site reading coaches.
- Work collaboratively with Regional Team.
- Promote and support implementation of Florida's Differentiated Accountability Plan.
- Hold districts and schools accountable to quality reading instruction and intervention.
- Assist and monitor the implementation of the recommendations from the Instructional Review (if applicable) and strategies identified in the School Improvement Plan (SIP).
- Train and assist coaches and teachers at assigned schools with the use and implementation of the FAIR by focusing on data analysis, differentiating instruction, and intervention for struggling readers.
- Keep abreast of State and Federal educational legislation, State Board of Education mandates, and Florida Department of Education (FDOE) policies and procedures.
- Assist district and schools with the development and implementation of writing systems.
- Support the successful alignment and implementation of school and district improvement plans with the Comprehensive K-12 Research-Based Reading Plan, particularly those with the goal of creating high performing secondary schools.
- Conduct instructional reviews in selected schools and provide follow up assistance and professional development in schools and districts based on areas of need.
- Work with FDOE to coordinate efforts and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom- focused approach that is rigorous, engaging, and relevant for students.
- Report all activities on the online database by the required deadlines.
- Perform other duties and responsibilities as assigned by supervisor.
- Keep abreast of the latest research to improve student achievement in the respective content area.

TERMS OF EMPLOYMENT:

Non-bargaining unit compensation plan, twelve months, 8.0 hours per day

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Florida Department of Education's policy on evaluation of personnel.