

## READING REGIONAL COORDINATOR

**Application Deadline: September 10, 2010**

**Salary Range: 55,000 to 70,000**

**Contact: Gina Eyerman, Regional Executive Director, [Gina.Eyerman@fldoe.org](mailto:Gina.Eyerman@fldoe.org)**

**Job Description: See below for qualifications required.**

**Open Position: Region 2**

All applicants must submit a letter of interest and resume indicating qualifications as they 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
2. Reading certification or endorsement
3. Five (5) years successful teaching and/or coaching experience
4. Experience in improving student performance in high poverty 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 reading instruction looks like in the classroom
- Deep, broad knowledge of the reading standards, benchmarks, and item specifications
- 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
- 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 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
- 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
- Unwavering belief that all students can succeed academically despite challenges

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, monitoring, and instructional reviews.

**REPORTS TO:**

Regional Executive Director

**JOB GOAL:**

Serves as a reading 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 reading coordinator 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.
- Takes 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.
- Assists non-reading and language arts teachers with infusing reading strategies and benchmarks.
- Provides Content Area Reading- Professional Development (CAR-PD) at assigned schools.
- Coaches and mentors school site reading coaches.
- Provides a non-threatening, open, professional, and collaborative work relationship with district level reading personnel and school site reading coaches.
- Works collaboratively with Regional Team.
- Promotes and supports implementation of Florida's Differentiated Accountability Plan.
- Holds districts and schools accountable to quality reading instruction and intervention.
- Assists and monitors the implementation of the recommendations from the Instructional Review (if applicable) and strategies identified in the School Improvement Plan (SIP).
- Trains and assists coaches and teachers at assigned schools with the use and implementation of the Florida Assessment for Instruction in Reading (FAIR) by focusing on data analysis, differentiating instruction, and intervention for struggling readers.
- Provides training in lesson study

- Keeps abreast of state and federal educational legislation, State Board of Education mandates, and Florida Department of Education (FDOE) policies and procedures.
- Assists district and schools with the development and implementation of writing systems.
- Supports 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.
- Conducts instructional reviews in selected schools and provides follow up assistance and professional development in schools and districts based on areas of need.
- Works with FDOE to coordinate efforts and provide appropriate services to schools so that there is a cohesive, sustained, intensive and classroom- focused approach that is rigorous, engaging, and relevant for students.
- Reports all activities on the online database by the required deadlines.
- Keeps abreast of the latest research to improve student achievement in the respective content area.
- Performs other duties and responsibilities as assigned by supervisor.

**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.