

Mid-Ohio Educational Service Center

Job Description

Date: 6/21/2023
Title: **Director of Literacy**
Reports to: Executive Director of Achievement and Leadership
Employment Status: Full Time
Days: 224
FLSA: Administrative, Exempt (Director B)

QUALIFICATIONS

- A master's degree in reading or literacy education, or master's degree in a related area with either reading or literacy endorsements on state license
- Expertise in how to improve student learning through the implementation of high-quality evidenced based reading/literacy strategies
- Completion of a professional development program accredited by the International Dyslexia Association (accreditation or accreditation plus level)
- Three to five years of successful classroom teaching that includes reading/literacy instruction in grades preschool-grade 5
- Experience as a provider of professional development and technical assistance specific to evidence-based language and literacy development
- Evidence of successful experience with coaching and consulting skills
- Evidence of successful management skills, including building relationships, problem solving, giving and receiving feedback, leading projects and/or teams, interpersonal skills and motivating others to perform at high standards
- Knowledge of how to analyze and use student data and adult implementation data
- Experience working with administrators
- Experience facilitating or participating in the Ohio Improvement Process

GENERAL DESCRIPTIONS

Regional literacy leads will work with the Ohio Department of Education ("ODE") to support the implementation of Ohio's literacy coaching model by coordinating and overseeing literacy coaching services to school districts, community schools and STEM schools with the lowest rates of proficiency in literacy, focused on providing cohesive, sustained, intensive, classroom-focused supports.

The director will promote an effective learning environment through direct and indirect support, encourage program innovations, and assist in preserving the efficient and effective operations of MOESC.

ESSENTIAL FUNCTIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Provide systems coaching at the building and district level to support effective multi-tiered system of supports, including facilitating and/or supporting professional learning aligned to effective multi-disciplinary teams and Ohio's literacy policies
- Directs the delivery and continuous improvement of staff development and school improvement activities
- Maintains visibility while promoting a favorable image of the service center
- Builds community/school partnerships that enhance the service center's operational effectiveness
- Helps develop and implement the service center's continuous improvement plan
- Collaborates with partner schools and advisory committees to identify, develop, and implement necessary programs and innovative services
- Develops a strategy to accomplish personal performance objectives within specified timelines
- Assists in the Development of action plans and helps resolve problems
- Maintains open and effective communications with staff and partner schools
- Expresses high expectations for staff performance
- Collaborates with administrators to improve staff competencies
- Provides leadership in the planning and delivery of staff development programs that improve teacher outcomes (e.g., methods, skills, commitment, etc.)
- Develops and maintains collaborative relationships with institutions of higher education throughout the region
- Works with higher learning institutions, school districts, and governmental agencies, etc. to plan and deliver professional development activities
- Actively pursues funding opportunities through grant writing and collaborative ventures with other agencies/organizations
- Keeps current with educational issues, instructional practices, and program innovations
- Delegate at own discretion to direct reports the power to discharge duties with knowledge that the delegation of power or duty does not relieve the Executive Director of Achievement & Leadership final responsibility for the action taken under such delegation
- Serves as an informational resource for staff and member districts
- Encourages staff to develop and disseminate innovative program materials
- Helps staff resolve programs that impede student learning and/or participation in appropriate peer group activities
- Participates in staff selection and orientation processes as directed by the Executive Director of Achievement and Leadership
- Oversees the timely submission of reports, records, and inventories
- Promotes the effective use of available technology in records management and instructional activities

- Assists in conducting OPES, OTES, OSCES, Leadership Development trainings
- Encourages and supports member school activities as time permits
- Supports appropriate research and pilot projects
- Helps prepare grant and foundation proposals
- Participates in national, state, and regional activities that advance the service center's goals
- Participates in professional growth opportunities
- Conduct staff performance evaluations for all assigned personnel
- Approve the purchase of supplies and equipment in accordance with the educational plan and department budget allocations
- Participate with appropriate strategic partners to maintain current budget and educational knowledge
- Performs all other job-related duties as directed by the Superintendent or the Executive Director of Achievement and Leadership

ROLES AND RESPONSIBILITIES

The following are the major duties and responsibilities of the position:

Directly oversee the coaching activities of local literacy coaches within designated region (50% of Time)

- Model effective coaching and feedback practices
- Monitor district-level, school-level, and classroom-level data to help provide targeted support to districts, literacy leadership teams, coaches, and teachers.
- Support facilitation of a literacy-specific needs assessment
- Support administrators in developing, implementing and monitoring a district or building-level literacy improvement plan, aligned to Ohio's Plan to Raise Literacy Achievement and the requirements of Ohio's literacy policies
- Provide feedback and support to literacy coaches regarding coaching practices and implementation plans
- Meets regularly with literacy coaches to provide technical assistance, support and evaluation
- Evaluates progress and performance of literacy coaches, provides feedback, and supports goal setting
- Providing one-on-one and small group support, conferencing and problem-solving
- Monitor coaching services and maintain records
- Provide professional learning, training and support to local literacy coaches and other regional staff (35% of Time)
- Provide training, professional learning and coaching for local literacy leads on:
 - o Evidence-based strategies for effective literacy instruction
 - o Data-based decision making to meet student needs in literacy
- Implementation science and the development of a schoolwide model for MTSS o Instructional and systems coaching practices
- Selection and de-selection of instructional materials, programs, and practices for literacy

- Support the development and delivery of regional professional development aligned to Ohio's Plan to Raise Literacy Achievement
- Participate in regional literacy networking opportunities and support district and school involvement

Provide state-level support to implementation of Ohio's literacy coaching model and sustainable literacy practices (15% of Time)

- Collaborate with other regional literacy leads to support implementation of Ohio's coaching model
- Communicate consistent messaging regarding Ohio's Plan to Raise Literacy Achievement
- Participate in ongoing training, support and networking to support implementation of Ohio's Plan to Raise Literacy Achievement and development as a literacy content expert
- Supports the development of resources, tools, and guidance to support the implementation of literacy coaching in districts, schools and early care and education programs.
- Supports the development of synchronous and asynchronous professional learning aligned to Ohio's literacy coaching model
- Maintain feedback loop with ODE and participate in monitoring related to coaching activities

KNOWLEDGE, SKILLS, AND DISPOSITIONS

Knowledge

- Reading acquisition, assessment, and instruction
- Effective strategies for language and literacy instruction, aligned with the science of reading
- Explicit and systematic reading instruction
- Ohio's Learning Standards in English language arts and literacy
- Instructional coaching practices and strategies for supporting adult learners
- Data-driven decision making to support all learners through a multi-tiered system of support
- Implementation science

Skills

- Delivering explicit and systematic reading instruction
- Administering assessments and measures of essential early literacy skills, interpreting results and using data to drive instruction
- Administering system fidelity assessments, interpreting results to set goals, identify additional professional learning needs and recommend changes to improve schoolwide and/or classroom instructional practices
- Ability to rapidly acquire and apply new skills and information
- Ability to provide and receive effective instructional feedback
- Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals
- Ability to identify problems and develop appropriate solutions

- Ability to manage individuals and deliverables related to a project
- Use effective written and oral communication skills, including the ability to engage in difficult and candid conversations with a variety of stakeholders

Dispositions

- Sense of urgency for literacy achievement
- Motivating others to perform at high standards
- High degree of professionalism to ensure and protect the confidentiality of educators and students
- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively
- High quality interpersonal skills and the ability to relate to and interact with peers and colleagues
- Persistent despite obstacles
- Ability to orchestrate change
- Valuing lifelong learning
- Belief that a coach can make a difference, despite the nature of the challenges
- Desire to grow professionally

PERSONAL QUALITIES

- Possesses a high level of professional and ethical standards
- Acknowledges personal accountability for decisions and conduct
- Demonstrates professionalism and contributes to a positive work environment
- Effectively uses active listening, observation, reading, verbal, nonverbal, and writing skills
- Maintains an acceptable attendance record and is punctual
- Organizes tasks and manages time effectively
- Meets deadlines despite time constraints
- Uses diplomacy and exercises self-control when dealing with other individuals
- Wears work attire appropriate for the position
- Accepts responsibility
- Exhibits a positive outlook
- Takes initiative
- Exhibits a service mentality and is responsive to internal and external client request for service
- Participates in professional development that relates to the position
- Operates standard office equipment including computers, word processing, spreadsheets, and communication software
- Seeks to be a leader in technology
- Stays current on education issues and initiatives

WORKING CONDITIONS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Adjust work hours necessary to complete duties
- Occasional exposure to blood, bodily fluids, and tissue
- Occasional operation of a vehicle under inclement weather conditions
- Occasional interaction among unruly students/adults, including the need to intervene physically in crisis prevention
- Physical abilities including standing, walking, sitting for extended periods, operating a computer, talking/hearing, near and far visual acuity/depth perception/color vision/field of vision required and occasionally to reach with hands and arms

EVALUATION

Performance of this job will be evaluated by the Executive Director of Achievement and Leadership.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned by the supervisor, appointing authority or designee.

Employee Signature

Date Received