



**Job Description**

**Job Title: Reading First Learning Coordinator**

**Reports to:** Director of Elementary Curriculum Services  
**Department:** Teaching & Learning  
**Compensation:** EL3  
**Number of Days:** 12 Months  
**Overtime Status:** Exempt  
**Date Job Revised:** January 14, 2008

**Position Summary:** The Reading First Learning Director will be responsible for the effective and productive implementation of the Reading First Grant in the Tulsa Public Schools. The Reading First Learning Director will support regular, bilingual, and special education teachers in the implementation and monitoring of the School Improvement Plan, rigorous standards-based teaching strategies, and the Oklahoma Priority Academic Student Skills. The Reading First Learning Director will work directly with teachers in a targeted school sites providing classroom-based demonstrations, collaborative and one-on-one interactions; facilitate teacher inquiry and related professional development. The Reading First Learning Director will focus on enhancing teachers' ability to provide instruction that builds students' academic skills, is academically rigorous, and addresses curriculum standards through an aligned curriculum framework that enhances students' engagement in and ownership of their learning. The Reading First Learning Director will also work with administrators and teachers to align their work with district priorities, ensuring a high functioning instructional leadership team using data driven decisions. The Reading First Director will participate in recurring professional development and inquiry.

**Qualifications/Job Requirements:**

**Education:**

- Masters Degree required (doctorate preferred) with a minimum of five years classroom teaching experience and experience working with research, development and training in the field of elementary reading education.
- An Oklahoma Teacher Certificate is required, with preference given to Early Childhood and/or Elementary Education certification.
- Reading Specialist preferred; working on reading specialist certification; or agree to begin working towards obtaining reading specialist certification.

**Experience:**

- Experience working as a Curriculum / Reading Coordinator is highly desirable. Preference will be given to candidates with a strong background and deep content knowledge in reading.
- Knowledge of reading, writing, and literacy development; knowledge of scientifically based reading research and learning research for young children as it applies to the teaching and learning process, instructional programs, strategies, and assessments.
- Experience in planning and monitoring campus-wide instructional programs; ability to apply those skills to multiple sites.
- Knowledge of adult learning theory and experience leading teachers in the area of instructional delivery across the curriculum. Ability to develop and deliver targeted training in reading education to individual teachers, teams of teachers, administrators, and entire faculties.

**Other:**

- Outstanding communication and facilitation skills.
- Interpersonal skills to share proven instructional approaches with teachers and administrators and to provide advice and mentoring.

- Knowledge of modifying instructional practices for English Language Learners and students with disabilities and/or identified as gifted and talented.
- Experience in providing support to campuses in the areas of classroom technology integration, parental involvement, and in conducting school-wide needs assessments and analyzing data using large-scale, benchmark, and embedded assessment.
- Ability to plan strategically and implement all components of a collaborative School Improvement Plan; strong organizational skills and efficiency in meeting deadlines.

**Duties and Responsibilities:**

- Plan, implement, and monitor curriculum and instructional programs at Reading First schools. Integrate Title I School Plans and the school district's Reading First Plan into the school's instructional strategies with an integrated school action plan:
  - Conduct classroom interactions in which the Reading First Literacy Coach and teachers demonstrate and observe elements and strategies essential to the school's instructional programs and the teaching of a rigorous scientifically-based reading program and State academic and performance standards. Components of the interactions will include planning conferences with the teachers, demonstration-observations sessions, and a debriefing.
  - Provide individualized and classroom-based follow-up with the reading coaches to support them in implementing research-based instructional programs and strategies. Facilitate inquiry groups among the reading coaches in which issues raised related to implementing classroom instructional programs and strategies are considered; current research and writing on effective teaching practices are read and discussed; and communicating with teacher teams to analyze and interpret student achievement data as an instructional tool to improve literacy.
  - Review campus instructional programs and recommend modifications where appropriate.
- Identify and disseminate information to the reading coaches regarding "best practices" in reading classroom instruction, assessment, technology, equity, and staff development in a standards-based environment.
- Maintain an awareness of current reading research and curricula trends to provide job-embedded professional development on classroom instructional improvement strategies to the Reading First Literacy Coaches.
- Work with the site's Reading First Literacy Coach, instructional leadership team, and the principal to create and monitor implementation of the School Improvement Plan by structuring related teacher interactions to identify specific, measurable, and attainable reading benchmarks for teacher and student performance.
- Provide technical assistance and support to collect and analyze data for reading results in designing instructional strategies and interventions to identify and help meet the learning needs of all students.
- Participate fully in (state and local) professional development for Reading First Literacy Coaches, including peer observations, professional research and reading, inquiry sessions and higher education opportunities.
- Assist teacher in aligning their reading strategies with appropriate standards, curriculum, and assessments.
- Facilitate the transformation of research-based knowledge into useful tools that can be readily integrated into the educational reform process.
- Performs other duties and responsibilities as may be assigned by the Director for Elementary Curriculum Services.