

**Job Title:** Coordinator Biliteracy Reading Academy**Wage/Hour Status:** Exempt**Reports to:** Director**Pay Grade:** 105**Dept/School:** Leadership and Talent Development**Date Revised:** January 8, 2024**Primary Purpose:**

Responsible for the implementation of Reading Academies for all K-3 teachers and administrators (both monolingual and bilingual) through facilitation of year-long cohorts. Attend TEA training on the science of teaching reading. Provide professional learning through a blended and comprehensive model, review and evaluate submitted artifacts providing feedback and coaching to support effective reading instruction. Provide campus support to teachers and administrators within the cohorts. Support the supplemental development of programs that improve the quality and effectiveness of teachers and campus administrators who are responsible for improving student academic achievement.

**Qualifications****Education/Certification:**

Master's Degree  
 Valid Texas Teacher Certificate  
 Valid Texas Principal Certificate, preferred  
 Reading Academy Certification  
 Bilingual Certification

**Special Knowledge/Skills**

- Pass a comprehensive state literacy screener prior to start.
- Excellent public relations skills and experience working cooperatively with members and constituents of the school community.
- Effectiveness in using computer technologies to enhance professional learning opportunities and to manage departmental functions.
- Ability to direct and implement major projects and initiatives. Excellent organizational, administrative and project management skills, including the ability to assess and diagnose critical areas for attention, develop strategies, and translate them into concrete action. Ability to effectively lead cross-functional teams and superior community-building skills.
- Ability in planning, scheduling, and allocating resources, reaching logical conclusions, and making high-quality decisions using appropriate decision-making processes and accepting responsibility for actions and consequences.
- Ability to conduct professional development for teachers and administrators.
- Ability to disaggregate, interpret, and analyze data.
- Strong organizational, communication, and interpersonal skills.
- Possess a high level of self-confidence balanced with a servitude leadership approach, initiative, self-direction, and motivation.

**Experience**

Five (5) years teaching experience  
 Leadership experience, including work with instructional models, professional learning, and Texas Teacher Evaluation (T-TESS)  
 Previous experience in planning and delivering professional development

**Major Responsibilities and Duties****Implementation and Support**

1. Attend all required trainings, on the Science of Teaching Reading.
2. Collaborate with Elementary Academics Services to plan and prepare delivery of professional learning for K-3 Cohorts.
3. Observe, coach and model effective literacy practices.
4. Provide feedback to teachers on implementation of Reading Academy content and strategies.
5. Analyze classroom and district level data.

6. Work with Region 19 and TEA to ensure effective implementation of Reading Academies within the district.
7. Stay informed of Reading Academy requirements.
8. Use the Learning Management System (LMS) provided for the blended learning approach.
9. Develop procedures to facilitate collaborative decision-making processes that foster and promote collegiality and team building.
10. Provide professional learning to cohort members.
11. Provide four observations and four coaching sessions to each participant.
12. Provide individual feedback and coaching for draft artifacts and grades artifact resubmissions.
13. Provide individualized scaffolded support to ensure educator understanding and evidence-based literacy instruction.
14. Establish a literacy community of educators.
15. Develop procedures to facilitate collaboration with principals and cohort members.
16. Promote positive working relationships with campus staff members.
17. Provide extensive data analysis and planning related to the development, implementation, evaluation, and modification of districtwide Reading Academies professional learning.
18. Assist in the evaluation of the district and school-level professional learning for impact on increased teacher effectiveness and improved academic achievement.
19. Establish and coordinate an effective system for communicating the Reading Academies to all internal and external stakeholders.
20. Develop and monitor related budgets, as assigned.
21. Foster an environment that focuses on quality results while motivating, developing, and supporting a diverse staff, encouraging continuous improvement, and working effectively as a member of a diverse team.
22. Demonstrate an understanding of the change process and its relationship to current trends in large urban school districts; ability to plan and implement change to improve student learning.
23. Collaborate with various internal and external stakeholders to accomplish District, division, and department goals.
24. Maintain articulation and alignment of Reading Academies professional learning with departments/divisions, as well as local, state, and national professional organizations.
25. Communicate effectively in both written and verbal form with the ability to make clear, persuasive presentations to diverse groups.

#### **Community Engagement**

26. Represent the District in the community through business partnerships and activities.
27. Build and foster relationships with District partners and associations.
28. Exercise good judgment, insight, self-awareness, integrity, and cultural responsiveness when interacting with diverse employee groups, patrons, and partners of the district.
29. Demonstrate awareness of school/community needs and supports activities to meet those needs.

#### **Professional Growth and Development**

30. Continue one's own lifelong learning, to develop talent and leadership skills in others, to provide critical feedback, and to receive critical feedback to maintain high standards for oneself and one's school.
31. Improve leadership skills through self-initiated professional activities.

#### **Operations/Program Support**

32. Conduct research and apply the best instructional strategies.
33. Analyze completion and certification data.
34. Monitor state issues and trends related to Reading Academies.
35. Assist in monitoring the teacher evaluation system for Reading Academies compliance.
36. Remain current in state and federal program guidelines, procedures, rules, and laws.
37. Verify and provide information necessary to satisfy local and state reporting requirements.
38. Develop, updates, and implement the Reading Academy Support Handbook.

**Supervisory Responsibilities**

None

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress; frequent District and out of town travel; frequent prolonged working hours

**Terms of Employment**

226 days; salary to be established by the Board of Trustees.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, at 230 -2031; Section 504 inquiries regarding students may be referred to 504 Coordinator at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.