

MONROE COUNTY SCHOOLS POSITION DESCRIPTION

Title: Coordinator for B.E.S.T. Standards Deployment and Learning Loss Mitigation/Language Arts

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide professional leadership, professional development, consultation and support of the District's language arts-reading education teachers in assigned grade levels to ensure the provision of effective B.E.S.T. Standards classroom instruction that builds a rich, deep, and meaningful curriculum. The position is responsible for supporting teachers and administrators in meeting the B.E.S.T. Standards implementation goals in language arts-reading education programs, assisting schools in the deployment of classroom materials and other resources, assisting in the development and implementation of special programs and services as assigned, and performing related professional and administrative duties as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports. The position will support district leadership, administrators, and teachers in closing achievement gaps through a detailed analysis of student data and then plan instruction to close achievement gaps. Providing professional development on high-yield instructional practices in tier one instruction, as well as intervention strategies that close learning gaps.

Primary Duties:

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This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

Provides professional leadership, professional development, consultation and support of the District's language arts-reading education teachers to help ensure the provision of effective classroom instruction and programming.

Interprets the ELA B.E.S.T. Standards and related policies to the general public.

Assists program specialists, teachers and school administrators in meeting identified goals in language arts-reading instruction and the B.E.S.T. Standards.

Ensures all language arts-reading teachers are able to teach integrated ELA B.E.S.T. standards-based lessons which build background knowledge and a deep respect for literary works.

Attends and participates in Instructional Services, Curriculum and Instruction, District Technology Team and District Planning Team meetings.

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Serves as consultant to language arts-reading teachers and school administrators in the development and implementation of the B.E.S.T. Standards language arts-reading curricula and special language arts and reading programs, and in the evaluation and selection of teaching materials that support the B.E.S.T. Standards.

Shares effective high yield instructional strategies with teachers both individually and through in-service workshops; co-teaches, or visits teachers in schools to model lesson instruction; observes teachers in the classroom as scheduled and/or as requested by principals; makes recommendations for improvement in performance as appropriate; offers advice and assistance as needed; provides opportunities for teachers to obtain appropriate professional development through workshops and graduate courses; analyzes state and District language arts-reading assessment data to help target professional development needs.

Provides B.E.S.T. Standards assessment support by providing teachers with standardized test preparation materials, analyzing test results, and conducting related meetings and workshops.

Support K-12 Teachers in providing foundational instruction to the traditional beginner reader and to all secondary students who are not yet proficient readers.

Compiles data for and prepares various statistical, administrative and professional reports as required by the District and/or other agencies.

Receives and responds to inquiries, concerns and complaints regarding issues, programs, policies and procedures in areas of responsibility.

Facilitates and/or participates in frequent meetings with teachers, principals and administrators to discuss issues in areas of responsibility.

Keeps abreast of developments in language arts-reading education curriculum and instruction, and provides leadership in determining their appropriateness for inclusion in the District's instructional program.

Coordinates, implements and oversees various other special programs, events and projects, either related to language arts-reading education or to other instructional/administrative functions of the District as assigned.

Attends training, conferences, workshops and meetings as appropriate to enhance job knowledge and skills.

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Performs routine administrative/office tasks as required, including but not limited to preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data.

Other Duties:

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice. Employees are expected to fulfill other duties as assigned.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

Data Responsibility:

“Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Coordinates or determines time, place, or sequence of operations or activities based on analysis of data and possibly executes determinations or reports on events.

People Responsibility:

“People Responsibility” refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

Assets Responsibility:

“Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires some responsibility for achieving minor economies and/or preventing minor losses through the handling of or accounting for materials, supplies, or small amounts of money.

Mathematical Requirement:

“Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.

Uses advanced algebra working with exponents and logarithms or linear quadratic equations; analytic geometry; and/or statistics, applying mathematical operations to frequency distribution, reliability and validity, analysis of variance, or correlation techniques.

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Communications Requirements:

“Communications” involves the ability to read, write, and speak.

Reads professional publications; composes complex reports and manuals; speaks formally to groups outside the organization.

Complexity of Work:

“Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving the application of logical principles and thinking to solve practical problems within or applying to a unit or division of the organization; requires continuous, close attention for accurate results and frequent exposure to unusual pressure.

Impact of Decisions:

“Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

Equipment Usage:

“Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

Safety of Others:

“Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

Education Requirements:

“Education Requirements” refers to job specific training and education required for entry into the position.

Requires a minimum of a master’s degree in education, educational leadership, or related field.

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Licenses Certifications Registrations Required:

“Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver’s license.

Requires state of Florida teacher certification.

Experience Requirements:

“Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires five years of related experience in the classroom and/or in education administration.

AMERICANS WITH DISABILITIES REQUIREMENTS

Physical Demands:

“Physical Demands” refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 30 pounds of force on a regular basis, and some dexterity in operating office equipment.

Unavoidable Hazards:

“Unavoidable Hazards” refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

Sensory Requirements:

“Sensory Requirements” refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

American With Disabilities Act Compliance:

ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

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Term of Employment:

Annual Contract

Reports To:

Executive Director, Teaching & Learning

Supervises:

None

PAY GRADE: From: D138A1 To: D138S3

Exempt

Number of Months: 12 Number of Days: 254 Hours: 8

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee _____ Date _____

Board Approved June 22, 2021