

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR OF LITERACY/MTSS

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in overseeing the successful implementation of Literacy curriculum and instructional practices as well as the successful construction and implementation of MTSS. Employee is responsible for providing leadership in the development, implementation, and evaluation of Literacy programming to promote student learning and teacher effectiveness for the benefit of the system's total educational program including the shift to removing the ability IQ-Achievement discrepancy model PreK-12 in NC. Responsible for providing district-wide leadership in PK-12 Literacy curriculum, instruction, and intervention. The individual is responsible for leading Literacy Supervisors in identifying and implementing opportunities to increase the quality of the district's Literacy program and oversees the development and use of evaluation instruments and systems for collecting, analyzing, and disseminating data. Reports to the Assistant Superintendent of Curriculum, Instruction, and Professional Development.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists Literacy Supervisors with improving techniques of English Language Arts instruction and improving overall student achievement.

Communicates clear expectations and goals for the work of the Literacy Department.

Manages a high functioning team that is able to execute effectively and meet deadlines.

Directs the key activities within the Literacy Department.

Facilitates and coordinates key activities across departments and other organizational units.

Directs the implementation of curriculum and instructional strategies that create a clear pathway for success for all students.

Works in conjunction with other district departments to facilitate and support Literacy development and implementation across all departments.

Leads the design, implementation and evaluation of MTSS.

Analyzes data including screening data, referral data, and qualitative data on implementation.

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Ensures alignment of MTSS as the overall strategy to meet each school improvement plan.

Creates, maintains, and updates related website(s) as needed.

Observes and interacts with school level instructional leaders.

Provides feedback from schools to inform district policy and programming.

Provides leaders with research-based data that allows for informed decision-making.

Prepares reports and other essential information for district and school leaders.

Lead district in transition to MTSS, including district and school level teams.

Oversee the work of the district rollout for full implementation of MTSS (PreK-12).

Collaborate with cross-functional teams to determine progress monitoring guidelines.

Create, validate and publish universal screening and progress monitoring tools.

Oversee the deployment and support for verbal de-escalation and physical restraint.

Lead the work of integrating the behavior support, student services, and academics.

Perform related duties as assigned.

ADDITIONAL JOB FUNCTIONS

Provides guidance and leadership in the development of Literacy and MTSS conferences, workshops, research and publications projects, consultation, and support for Literacy and MTSS meetings and projects; provides personal leadership to most important initiatives.

Facilitates and manages the comprehensive Literacy and MTSS strategy that includes vendor supplier development.

Develops an annual Literacy and MTSS report for Board of Education, Superintendent, and the public.

Other duties and responsibilities as assigned by the Assistant Superintendent of Teaching, Learning, and Professional Development and Chief Academic Officer.

Performs other related work as required.

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MINIMUM TRAINING AND EXPERIENCE

Master's Degree in in Reading or English Language Arts with extensive course work in education, and 5 to 7 years of teaching experience with program coordination experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be certified to teach in the State of North Carolina. Must possess a valid North Carolina Driver's License.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body

Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

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Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of reading rules, theories and principles used in reading education.

Knowledge of current research and national trends on MTSS.

Thorough knowledge of the North Carolina Standard Course of Study as it applies to Reading and English Language Arts.

Knowledge of K-12 curriculum, instructional programs, teaching methodologies, and best practices.

Knowledge of ESSA, Title I, and other Federal, State and Local laws and policies concerning the education of children.

Considerable knowledge of the current literature, trends, and developments in the field of Reading and English Language Arts instruction.

Knowledge of basic computer technology: Microsoft Office.

Considerable knowledge of the principles of supervision, organization and administration.

General knowledge of the County and School Board policies, procedures and standards regarding reading education.

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General knowledge of the organization and communication channels of the school system.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the grant application and administration process.

Skill in counseling and developing staff.

Ability to review and evaluate testing results and to develop a plan of action based on conclusions.

Ability to select appropriate and effective reading textbooks and other materials.

Ability to develop innovative and effective reading instruction materials.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop meaningful annual budgets.

Ability to effectively express ideas orally and in writing.

Ability to make effective oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.