

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SUPERVISOR I – ELEMENTARY LITERACY

GENERAL STATEMENT OF JOB

Under general supervision, the employee performs a variety of administrative tasks in coordinating the successful implementation of Reading and English Language Arts programs in the district school system. Employee guides school-level staff in ensuring that instruction is aligned with the North Carolina Standard Course of Study, interpreting changes to the curriculum, and informing teachers, principals, and district personnel of the implications of those changes. He/she evaluates the effectiveness of instructional methods and programs and helps to develop strategies for implementation and improvement. Employee supports Director of Literacy and facilitates district literacy meetings and planning sessions and ensures consistency and equity of literacy instruction across the district. Employee reports to Director of Literacy.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists school-based staff with improving techniques of Reading and English Language Arts instruction and improving overall student achievement.

Work in conjunction with other district departments to facilitate and support literacy development and implementation across all programs.

Work in conjunction with other district departments to ensure implementation of equitable classroom practices to improve literacy outcomes for all students.

Serves as a central office contact and liaison to keeps parents, administrators and community citizens informed about literacy programs in the school system.

Ensures district-level personnel, teachers, and principals are familiar with any changes to the North Carolina Standard Course of Study regarding English and literacy.

Evaluates the Reading and English Language Arts programs in the system and develops strategies for implementation and increasing achievement.

Designs and oversees the development of curriculum to support the implementation of the North Carolina Standard Course of Study.

Meets regularly with district personnel, curriculum facilitators, and principals to monitor and support literacy implementation.

Maintain a collection of professional and reading/learning materials related to literacy that current research.

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Provides instructional strategies and various tools to aid the instructional process.

Coordinates and provides a variety of district-wide professional development opportunities.

Ensures training for Reading/English Language Arts teachers.

Evaluates the need for and assists with the design of new course offerings and guidelines for student placement.

Monitors, creates, and updates curriculum support documents.

Assists the school system with the selection of appropriate textbooks, teacher guides and other instructional materials and equipment.

Participates in regularly scheduled staff, district, regional, and school level meetings.

Provides support to teachers in their classrooms through coaching, modeling, and mentoring.

Helps specialists and teachers link best practices and materials to standards.

Develops and models mastery lesson plans.

Helps schools analyze data and identify appropriate re-teaching methods and strategies.

Develops and supports district-wide literacy initiatives.

Provides monthly training and support for curriculum facilitators.

Meets with principals to give curriculum updates and/or clarifications.

Engages in vertical articulation of curriculum goals and objectives.

Collaborates with other content area curriculum specialists to provide an integrated literacy program.

Works with state, community, civic, business and university groups to address educational issues specific to literacy.

Updates resources for teacher use.

Writes and implements grants.

Assists with budget development.

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Other duties and responsibilities as assigned by the Director of Literacy and Assistant Superintendent of Teaching, Learning, and Professional Development.

ADDITIONAL JOB FUNCTIONS

Serves as a consultant to college and university teacher education programs.

Develops and facilitates professional development opportunities for reading and ELA teachers, as needed.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree (Master's degree preferred) in Reading or English Language Arts with extensive course work in education, and 5 years of teaching experience with program supervision 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,

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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.

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 that are used in literacy education.

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

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.

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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.

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.