



OFFICE OF HUMAN RESOURCES

Job Information	
Job Title: <i>Reading Coordinator</i>	Last Revised/Approved: <i>March 2019</i>
Job Code:	Reports To:
Office: <i>Chief Academic Office</i>	Department: <i>Academics</i>

Compensation Information	
Pay Grade:	Pay Range: \$
FLSA Status: <i>Exempt</i>	Term of Employment: <i>FT</i>

Position Summary/Purpose:

Supervises and oversees Reading Resource Teachers placed in identified schools. Provides Reading Resource Teachers with direct, intensive, and ongoing professional development and support focused on literacy instruction and strategies, assessment strategies, and data collection and analysis. This support will result in consistent messaging, modeling, and strategic implementation of specific high leverage, research proven literacy strategies within identified schools. The Reading Resource Coordinator will work directly with the Office of Academics to ensure that Reading Resource Teachers have the resources and capacity to improve student achievement in literacy.

Core Competencies:

- Decision Quality and Problem-Solving
- Communication and Customer Service
- Professionalism
- Equity, Access and Inclusion

Essential Functions/ Core Competencies:

An essential function is a duty or responsibility that is fundamental to the job — a critical, or basic component of that job. An essential function cannot or should not be assigned elsewhere.

Note: An Essential Function must meet the following criteria:

- ✓ *Does the job exist to do this function?*
- ✓ *Would taking this function from the job fundamentally change the job?*
- ✓ *Would there be significant consequences if this function were not performed?*
- ✓ *Can other employees do this function if necessary?*
- ✓ *How much time per week is spent doing this function?*
- ✓ *Do people in similar positions elsewhere do this function?*

- Guides, monitors, improves and evaluates strategic support of Reading Resource Teachers in providing quality, data-driven literacy instruction in identified schools that Fail to Meet Expectations on the annual DPI School Report Card.
- Provides Reading Resource Teachers with ongoing training, guidance, support, and feedback to deliver rigorous, quality literacy instruction that will lead to increased student achievement.
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- Improves literacy instruction in the neediest schools through the intensive training of Reading Resource Teachers in research proven literacy practices as well as collection and analysis of school and classroom-based assessment data.
- Evaluates the effectiveness of the Reading Resource Teacher via observation, conferencing and goal setting, and formative and interim assessment data through the lens of Educator Effectiveness.
- Develops Reading Resource Teachers through an intensive week-long boot camp.
- Develops collaboration between Reading Resource Teacher and classroom teachers to enhance collective teacher efficacy.
- Ensures implementation of specific high leverage literacy strategies as measured by observations and quantitative data.
- Increases student engagement and self-efficacy.
- Improves student literacy strategies.
- Sustains incremental increases in student achievement as measured by STAR and Forward Exams.
- Sustains collaboration between Regular, Special Education and content area teachers.
- Accelerates students' literacy skills as they progress from learning to read towards reading to learn.
- Trains and supports Reading Resource Teachers with delivering quality literacy instruction using high leverage strategies.
- Provides continuous professional development for Reading Resource Teachers on instructional strategies and utilizing the cycle of assessment for improving student achievement.
- Actively supports the MPS Five Pillars of Success.
- Completes other duties as assigned.

Job Requirements:

Education Requirements:

- Must have a bachelor's degree and an appropriate teaching license granted by the Wisconsin Department of Public Instruction in Reading (#316).
- Must possess a valid Wisconsin Supervisor, #10 license:
 - NOTE: Applicants that do not currently hold this license or have not completed a certification program awarding this license, may still qualify for the position if they enroll in and complete a certification program awarding the #10 Supervisor License within 2 years. Until you complete the certification program, the District will request the license on your behalf upon appointment to the position for a maximum of two years.

Experience Requirements:

- Five years of fully-licensed teaching experience
- Previous experience developing professional development and adult learning seminars

Knowledge, Skills and Abilities:

- Effective oral and written communication and presentation skills are required
- Demonstrated competence in culturally responsive teaching practices is required
- Skill at organizing resources and establishing priorities.
- Excellent teamwork skills are essential, as is a positive disposition
- The ability to develop effective working relationships with diverse individuals at all levels is required.
- The ability to facilitate high-quality professional development sessions
- Must have excellent planning and organizational skills.
- Demonstrated ability to establish relationships of trust and respect with the schools
- Experienced with proven, successful instructional practices that support literacy and reading
- Must have a working knowledge of computer applications and the ability to integrate technology into the classroom, to include MS Office software and the MPS Portal
- Knowledge of Infinite Campus is preferred
- Must be able to juggle numerous responsibilities with varying deadlines.

Working Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- Typical office or school environment
- Position may be required to work additional hours, outside of the normal business day as a regular part of the job.
- Must have reliable transportation, travel around the city of Milwaukee will be required.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation.

Equal Opportunity:

The Milwaukee Public Schools does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of a person's sex, race, age, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or disability. Reasonable accommodations requested by qualified individuals with disabilities will be made in accordance with the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

In accordance with Wisconsin Statutes, every applicant for a position with Milwaukee Public Schools will be subject to the open records law. Any applicant not wishing to have his/her identity released, must submit a written statement to that effect to the Department of Human Capital. The identities of all "final candidates" may be released. Milwaukee Public Schools reserves the right to interview the best qualified candidates.