Position Description – Title I, part A

Job Title: Subject Area Coordinator for Reading/Language Arts
Wage/Hour Status: Exempt

Reports to: Curriculum Director
Job Grade:

Department/School: Date Prepared: 2/25/09

Primary Purpose:

Provide leadership and coordination to provide an aligned and articulated instructional program in reading/language arts.

Qualifications:

Education/Certifications:

• Master’s degree from accredited university with a major in a related subject area
• Current valid Texas teaching certificate with required endorsements for reading/language arts
• Meet Highly Qualified Status

Special Knowledge/Skills:

• Knowledge of curriculum design and implementation
• Ability to evaluate instruction programs and teaching effectiveness
• Ability to develop and deliver training to adult learners
• Ability to interpret data
• Strong organizational, communication, and interpersonal skills

Experience:

• Five years teaching experience in subject area assigned
Other Qualifications:

- Ability to work on and enhance a team
- Ability to use Windows-based computer and Office software package, specifically PowerPoint
- Ability to work under pressure and meet timelines

Major Responsibilities and Duties:

1. Instructional Strategies

- Coordinate the review, development, and revision of all reading/language arts programs and related curriculum documents and materials, including curriculum guides, course outlines, and teaching plans to support research-based reading/language arts/writing programs and strategies (as specified in Title I, Part A, Part 4, Activities 2 and 7, 25%).

- Work with curriculum director, regional service center, and other content area coordinators to provide quality reading/language arts professional development (as specified in Title I, Part A, Part 4, Activity 4, 25%).

- Work with teachers and administrators to provide quality tutorials, research-based small-group instruction, and research-based individual instruction for identified students (as specified in Title I, Part A, Part 4, Activities 6, 10, and 9, 25%).

- Coordinate with campuses administrators to provide extended learning opportunities for identified students (as specified in Title I, Part A, Part 4, Activity 13, 10%).

- Support parental involvement strategies in reading/language arts including family literacy nights, parent conferences, frequent home communication, and innovative parental involvement activities (as specified in Title I, Part A, Part 4, Activity 14, 5%).

- Work cooperatively with directors and campus principals in developing and supervising the instructional programs including computer related instruction in reading/language arts (as specified in Title I, Part A, Part 4, Activity 11, 5%).

- Plan, improve, and oversee testing programs for reading/language arts.

- Coordinate the ordering and use of departmental instructional aids and materials for reading/language arts.
- Obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness reading/language arts.
- Maintain a staff library of publications, supplementary materials, and supplies relevant to reading/language arts.
- Assist in the preparation of the budget and administration of the budget for supplies, equipment, and facilities in reading/language arts.

2. Student Growth and Development
   List competencies as required here.

3. Classroom Management and Organization
   List competencies as required here.

4. Communication
   List competencies as required here.

5. Professional Growth and Development
   - Take part in professional development activities to meet the needs of struggling students in the targeted assistance program (as specified in Title I, Part A, Part 4, Activity 4, 5%).

6. Policy

Supervisory Responsibilities:

None

Other Duties:

Maintain accurate Time and Effort Records supporting federal funding of salary.

Equipment Used:
Computer, Multimedia Equipment, and Audiovisual Equipment

Working Conditions:

*Mental Demands/Physical Demands/Environmental Factors:*

- Simultaneously managing multiple projects and tasks
- Organizing work for many different student groups
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling and pushing.
- Moving small stacks of books, media equipment, desks, and other classroom equipment
- Collaboratively working on a team

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

Approved by:       Date:  2-25-09

Prepared by:       Date:  2-25-09