



## Job Classification Description

### **SENIOR TEACHER LEADER/EAST CENTRAL VERMONT LITERACY CONSORTIUM**

**GRADE 15**

### **NON-BARGAINING UNIT**

**EXEMPT**

#### **BASIC FUNCTION**

To support the education of all ECVLC students in grades pre-K-2 in the field of literacy and in the regional implementation of systemic literacy best practices through inservice teacher training.

#### **CHARACTERISTIC DUTIES AND RESPONSIBILITIES**

- Provides daily Reading Recovery teaching to a minimum of two at-risk first graders, including complete record keeping and conferring with school literacy team, parents, etc.
- Develops and conducts regular inservice training for trained Reading Recovery teachers regarding the program, instructional strategies and best practices.
- Develops and conducts the weekly training of selected, experienced teachers toward attaining Reading Recovery certification through an intensive six-credit, two-semester, graduate-level course. Observes these teachers in their own school settings, providing immediate feedback and responsive modeling of appropriate situational practices.
- Supervises approximately fifty trained teachers in the implementation of Reading Recovery procedures by providing ongoing observation and mentoring, monitoring and support, during classroom visitations and phone consultation. Confers with those teachers' principals and superintendents as to the teachers' performance relative to Reading Recovery methodologies and adherence to standards and guidelines.
- Provides inservice training to classroom teachers, literacy teachers and service providers toward the improvements of early literacy instructional practices, as requested.
- Provides staff development for ECVLC administrators, principals, classroom teachers, paraprofessionals, support staff, volunteers and parents toward systemic implementation of scientifically based best literacy practices.
- Coordinates the testing and selection of students into the Reading Recovery program.
- Monitors the progress of each Reading Recovery child served by ECVLC, as well as findings on a parallel sample control group, and submits results to the National Data Evaluation Center at Ohio State University for aggregation into a national database used to analyze and redirect teaching methods.
- Assists with the development of school literacy teams and the furtherance of their visions, working to foster teacher leadership.

- Coordinates advocacy efforts among ECVLC and its 13 partner supervisory unions and their staffs, as well as the Vermont Department of Education, in support of teacher professional development programs related to early literacy and Reading Recovery.
- Collects, analyzes, aggregates, and disseminates ongoing longitudinal information gleaned from the validated local assessment, the *Primary Observation Assessment*, for an average 3,000 students from ECVLC schools then assists administrators, curriculum coordinators, and teachers in assimilating findings into teaching enhancements and technique adaptations.
- Conducts semi-annual instruction in the implementation of the *Primary Observation Assessment* to teachers, administrators, paraprofessionals and other support staff.
- Prepares the annual site report on program activities and results for presentation to Lesley University, ECVLC Board of Representatives and Lyndon State College.
- Provides seminar sessions, as requested, to Lyndon State undergraduate education majors in early literacy best practices.
- This position is also responsible for upholding the Standards and Guidelines of the Reading Recovery Council of North America, as well as for maintaining affiliation with the Lesley University Center for Reading Recovery.

### **SUPERVISION EXERCISED**

Supervises the Teacher Leader in acquisition of skills and job functions, while mentoring that individual in developing the appropriate pedagogical understandings required for implementation of Reading Recovery. Supervises the Staff Assistant in administration of general office duties.

### **SUPERVISION RECEIVED**

This position receives general supervision from the Dean of Academic Affairs, with input from the ECVLC Executive Council.

### **QUALIFICATIONS**

Master's degree in education or associated field required. Must be a certified Reading Recovery Teacher Leader. Significant experience in the elementary classroom, with an emphasis on effective early literacy techniques.

- Ability to establish and maintain effective working relationships with school administrators, parents, and students.
- Exemplary communication skills.
- Must be self-motivated and collaborative, with a strong commitment to intensive, regular professional development.
- Significant travel is required within the region daily and occasionally to out-of-region locations. Must have a valid driver's license and a satisfactory driving record.