



Job Classification Description

TEACHER LEADER, EAST CENTRAL VERMONT LITERACY CONSORTIUM

NON-BARGAINING UNIT

GRADE 14

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 four at-risk first graders during the field year; to three such students during year two; and, during subsequent years, to a minimum of two such students, including complete recordkeeping and conferring with school literacy team, parents, etc. Experienced teacher leaders shall provide these services to at least two such children.
- Observes and takes part in regular inservice training for trained Reading Recovery teachers regarding the program, instructional strategies, and best practices; occasionally leads this instruction.
- During the field year, 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 under the supervision of the Senior Teacher Leader. Observes these teachers in their own school settings, providing immediate feedback and responsive modeling of appropriate situational practices. Experienced Teacher Leaders shall co-teach this class with the Senior Teacher Leader.
- Assist the Senior Teacher Leader in the support of partnerships with our 13 supervisory unions in teacher professional development related to early literacy instructional practices and Reading Recovery in the region's 39 separate schools. Observes and works toward eventual involvement in providing staff development for ECVLC administrators, principals, classroom teachers, paraprofessionals, support staff, volunteers, and parents toward systemic implementation of scientifically based best literacy practices, including an increasing emphasis on independent development of syllabus, materials, and resources.
- Under the supervision and coaching of the Senior Teacher Leader, provides school visits to trained Reading Recovery teachers to observe and assess implementation of appropriate methodologies.
- Assists in the coordination of the testing and selection of students into the Reading Recovery program.
- Assists in the monitoring of Reading Recovery children 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.
- Works alongside the Senior Teacher Leader in advocacy on behalf of teacher professional development programs related to early literacy and Reading Recovery, with the Vermont Department of Education.
- Participates in the collection, analysis, aggregation, and dissemination of 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.
- Assists in preparation of the annual site report on program activities and results for presentation to Lesley University, ECVLC Board of Representatives, and Lyndon State College.
- 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

None.

SUPERVISION RECEIVED

This position is under the direct supervision of the ECVLC Senior Teacher Leader and receives general supervision from the Dean of Academic Affairs, with input from the ECVLC Executive Council.

MINIMUM QUALIFICATIONS

Master's degree in education or related field required. Must either be a certified Reading Recovery Teacher Leader or be willing to complete the year-long training toward attaining that certification. Must have at least three years of classroom teaching experience and possess, or be eligible to secure, Vermont teaching licensure.

- 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.