



Director, Literacy

Reports to:	Assistant Superintendent of Elementary, P-5	Job Code:	HR
Department:	Curriculum & Instruction	Structure/Grade:	132
Division:	Curriculum & Instruction	Workdays:	246
Retirement:	Teachers Retirement System		

Position Summary

Performs a variety of supervisory and administrative tasks in overseeing the successful implementation of literacy curriculum, instructional practices, and interventions. Employee is responsible for providing leadership in the development, implementation, and evaluation of literacy programming to promote student learning and teacher effectiveness for the benefit of the systems total educational program.

Essential Job Duties

- Directs the implementation of literacy curriculum and instructional strategies that create an equitable, inclusive, rigorous, and diverse learning experience in reading, writing, listening, and speaking for all students.
- Provides direction and leadership in the development of a comprehensive effort to ensure that teachers implement evidence-based practices in the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Designs and delivers professional learning related to literacy instruction, reading strategies, dyslexia, and English Language Arts curriculum to district and school staff.
- Oversees the development and use of evaluation instruments and systems for collecting, analyzing, and disseminating data to examine the implementation of the literacy curriculum, evidence-based improvement strategies, and outcomes.
- Analyze data including reading and dyslexia screening data, referral data, and qualitative data to strategically guide current and future practices, procedures, and policies.
- Collaborates with other district-level and school-level administrators, community stakeholders, and community agencies to build partnerships to enhance the educational goals of the school district.
- Provides technical assistance and coordinates with internal and external stakeholders to support capacity building and sustainability of structured literacy across the district.
- Provides support to administrators and teachers including, but not limited to, feedback regarding literacy instruction and intervention by interpreting data, facilitating data-driven decisions, and progress monitoring.
- Consults with cross-functional departments on planning, implementing, evaluating, and sustaining structured literacy initiatives and efforts to provide school support.
- Provides guidance and leadership in the development of literacy conferences, workshops, research and publications projects, consultation, and support.
- Collaborates with district-level and school-level staff on the adoption and renewal of English Language Arts curricula, programs, interventions, and assessments.
- Prepares reports and other essential information for district and school leaders.
- Assists with development of annual budgets; monitors local spending; reviews and approves requisitions; reports expenditures.
- Serves as school district's representative at local, state, and federal meetings, and conferences.
- Creates, maintains, and updates related website (s) as needed.

- Perform other duties as assigned.

Qualifications

- A Master's Degree the area of Reading or English Language Arts or closely related filed from a Professional Standards Commission approved accredited college or university is required.
- Reading endorsement, dyslexia endorsement, completion of an independent reading program accredited by the International Dyslexia Association, or completion of the Georgia Literacy Academy required.
- Minimum of three (3) years of experience in supervisory level education administration, or closely related experience is required.
- Minimum of three (3) years of classroom experience.
- Experience in leading instructional professional development and sustainable improvement; or any equivalent combination of training and experience required.
- Valid Georgia Professional Standards Commission approved certificate in educational leadership at level NL-5 or above required.

Knowledge, Skills, and Abilities

- Knowledge of the Georgia Early Literacy Act (HB 538), Senate Bill 48, reading rules, theories and principles used in reading education. Through knowledge of resources from the Georgia Department of Education. Considerable knowledge of the current literature, trends, and developments in the field of Reading and English Language Arts instruction. Considerable knowledge of the principles of supervision, organization, and administration. General knowledge of the district and school board policies, procedures, and standards regarding reading education. General knowledge of the organization and communication channels of the school system.
- Skill in coordinating and collaborating with federal, state, regional and local organizations, and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; effective oral, written, and interpersonal communication.
- Ability to review and evaluate testing results and to develop a plan of action based on conclusions; ability to select appropriate and effective reading instruction 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 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.

Physical Demands and Work Environment

- Constantly required to exchange accurate information.
- Constantly operates a computer and other office machinery.
- Constantly observes details at close range.
- Frequently remains in a stationary position.
- Occasionally moves about inside an office.
- Occasionally moves office equipment weighing up to 25 pounds.
- Constantly works in an indoor environment.



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Supervisory Responsibility

- Provides leadership through senior managers and managers.
- Champions for the team and provides development opportunities for high performers to advance their career.

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification, the current documents obtained in the Division of Human Resources will always govern. The DeKalb County School District reserves the right to modify, alter or discontinue these reference materials for any reason.

Reviewed/Revised: MM/DD/YYYY

By signing below, I agree that I have read and understand the requirements and the essential functions of this position.

Employee: _____ Date: _____