



ST. MICHAEL - ALBERTVILLE SCHOOLS

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POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Literacy Coordinator	Department / Building: Teaching & Learning / District Office
Reports To: Director of Teaching & Learning	FLSA Status: Exempt
Grade / Subgrade: Coordinator	Bargaining / Work Unit: Non-Affiliated
Duty Year: 260 days	Position Last Updated: 03-18-2024

SECTION II: JOB SUMMARY

Responsible for managing the district's literacy program including coordinating the district's implementation of the Read Act and District Literacy Plan while working in support of the district's intervention programming and assisting with the alignment of the district's literacy services for all stakeholders.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	Statement of duty/responsibility: Literacy Professional Development
Percent of Time	50%	

Tasks involved in fulfilling above duty/responsibility:

- Completes Online Language & Literacy Academy (OL&LA) training and the OL&LA Cohort Leadership (OCL) certification to become a STMA district trainer.
- Plans, designs, and facilitates science of reading, evidence-based literacy professional development for staff and instructional leaders.
- Works directly with teachers to implement best practices through a combination of co-teaching, modeling, planning, debriefing/reflecting, and leading professional development.
- Builds leaders to develop explicit and differentiated literacy tier 1 instruction in all content areas



to achieve exceptional and equitable student outcomes.

- Regularly attends professional development related to literacy content, pedagogy, and equity.

Duty/Responsibility #	2	Statement of duty/responsibility: Literacy Programming Oversight
Percent of Time	20%	

Tasks involved in fulfilling above duty/responsibility:

- Implements and oversees the PreK-Grade 12 Read Act and District Literacy Plan.
- Builds and leads a district literacy vision that is supported by leveled committees.
- Serves as a district literacy leader supporting elementary, middle, and high school committees that focus on literacy and student achievement.
- Coordinates the program planning and development, resources, and evaluation of literacy educational services provided to all students.
- Assists teams in examining cultural differences and their impact on student achievement.

Duty/Responsibility #	3	Statement of duty/responsibility: Literacy Support Systems Development
Percent of Time	20%	

Tasks involved in fulfilling above duty/responsibility:

- Supports continuous improvement of current district-wide intervention programming.
- Ensures alignment between PreK-12 services for English Learners, special education students, and students receiving academic intervention services.
- Partners with district and site leadership to analyze literacy data and assists teachers to make data-driven decisions.
- Works across multiple disciplines to enhance teacher practices and improve student learning through coaching on evidence-based literacy practices.

Duty/Responsibility #	4	Statement of duty/responsibility: Special Projects
Percent of Time	10%	

Tasks involved in fulfilling above duty/responsibility:

- Attends meetings, workshops, and training sessions as directed.
- Performs other job-related duties as requested or assigned.



SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of current Minnesota curriculum standards.
- Proficiency in training and leading adult learners.
- Basic knowledge of reading, writing, and math concepts sufficient to assist students and staff.
- Ability to work purposefully, confidently, and independently within authority and responsibility parameters of the position with minimal supervision.
- Demonstrated listening skills.
- Ability and willingness to collaborate and cooperate with other staff in accomplishing the goals of the literacy program.
- Knowledge and ability to maintain a good working knowledge of the site, area(s) and student population(s) to which assigned.
- Ability to develop and maintain effective working relationships with students, staff, and parents.
- Ability to communicate in oral or written form in a grammatically correct manner.
- Ability to read and interpret simple directions and comprehend written information.
- Ability to interpret directions and clearly articulate expectations to students.
- Knowledge of and compliance with all District policies and procedures applicable to effectively performing this position as outlined in the job description.
- The knowledge, skill, and ability to set up, maintain, and ensure the security and confidentiality of data and information, particularly student related records.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Master's degree in education and required MN teaching or administrator license.
- K-12 reading license is strongly preferred or equivalent professional experience

SECTION VI: EXPERIENCE REQUIREMENTS

- Five years of experience working with children and/or adolescents in an educational setting is preferred. Prior administrative experience in an educational setting is preferred.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to provide a safe educational environment where students develop lifelong learning skills that nurture positive attitudes and self-worth.



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- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands				
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)				
Physical		Lifting/Carrying	Exposure to Environmentals	
Standing	F	Up to 10 pounds	F Possible exposure to blood-borne pathogens through body and/or body fluids	O
Walking	F	Up to 25 pounds	O Toxic chemicals	N
Sitting	F	Up to 50 pounds	O Moving parts	N
Talking in person/on the phone	F	Up to 75 pounds	N Electrical shock risk	N
Pushing/pulling	O	Up to 100 pounds	N Explosives	N
Hearing	F	More than 100 pounds	N Fumes	N
Feeling, grasping, finger dexterity	C	Noise Levels	Extreme cold (non-weather)	N
Climbing, balancing	N	Quiet (i.e. private office)	F Extreme heat (non-weather)	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	F Varying weather conditions	N
Crouching, crawling, kneeling, squatting	N	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	O Sight	
Stretching/reaching with hands and arms	O	Very loud noise (i.e. jack hammer, front row rock concert)	N Vision for close work/ability to adjust focus	F
Distinguishing smell	N		Looking at computer monitor	F
Distinguishing temperature	N		Color vision (identify and distinguish colors)	F
Traveling by automobile	O		Peripheral, depth perception	F

NOTICES

Notice of Nondiscrimination

St. Michael-Albertville School District 885 does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in



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any aspect of their operations. District 885 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator for personnel, Douglas Birk, Director of Administrative Services, at 763-497-6504.

Equal Employment Opportunity Employer Notice

The St. Michael-Albertville School District 885 is an equal employment opportunity employer who applies veteran's preference during hiring in accordance with applicable laws and district policy. The STMA District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, marital status, sex, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status.