

ST. MARY PARISH PUBLIC SCHOOLS
LITERACY MASTER TEACHER JOB DESCRIPTION

POSITION: Literacy Master Teacher

REPORTS TO: Principal or Principal Designee

TERMS OF EMPLOYMENT: 10-Month

SALARY RANGE: Salary in accordance with the approved St. Mary Parish Salary Schedule.

OBJECT/FUNCTION: 112/1490

FUNDING: Title Funds

CLASSIFICATION UNDER FAIR LABOR STANDARDS ACTS (FLSA): Exempt

QUALIFICATIONS: B.A. or B.S. Degree, Louisiana Teaching Certificate, Type A, B, C, Level 1, 2, 3 with experience in the K-2 ELA area preferred. Must have a minimum of three years of effective classroom instruction working with a high-quality reading curriculum. Must possess a strong knowledge of phonics and have proven results of working with struggling readers. Must possess strong oral and written communication skills to facilitate adult learning and be able to deliver professional development.

METHOD OF EVALUATION: The Literacy Master Teacher will be evaluated in accordance with guidelines specified in BESE Bulletin 130 and the St. Mary Parish Personnel Evaluation Plan.

PERFORMANCE STANDARDS: The Literacy Master Teacher is expected to meet minimal teaching performance standards, Louisiana Components of Effective Teaching (LCET), as approved by BESE in Bulletin 130, inclusive of the responsibility for growth in student learning. In the role of the literacy master teacher, individual(s) should coach and support instruction using Tier 1 curriculum and proven reading strategies.

1.0 SETTING INSTRUCTIONAL OUTCOMES

- 1.1 The Literacy Master Teacher designs outcomes that represent rigorous and important learning in the discipline.
- 1.2 The Literacy Master Teacher designs instructional outcomes that are clear, written in the form of student learning, and suggests viable methods of assessment.
- 1.3 The Literacy Master Teacher designs outcomes that reflect several different types of learning and opportunities for coordination (factual, conceptual understanding, reasoning, social, management, and communication).
- 1.4 The Literacy Master Teacher designs outcomes that take into account the varying needs of groups of students, differentiating instruction where necessary.

2.0 MANAGING CLASSROOM PROCEDURES

- 2.1 The Literacy Master Teacher maximizes instructional time.
- 2.2 The Literacy Master Teacher manages learner behavior in instructional groups, transitions, and/or handling of materials and supplies.
- 2.3 The Literacy Master Teacher establishes classroom routines to be followed by students with minimal guidance and prompting.

3.0 USING QUESTIONING /PROMPTS AND DISCUSSION

- 3.1 The Literacy Master Teacher poses questions to students designed to promote student thinking and understanding.
- 3.2 The Literacy Master Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.
- 3.3 The Literacy Master Teacher engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

4.0 ENGAGING STUDENTS IN LEARNING

- 4.1 The Literacy Master Teacher provides learning tasks and activities aligned with instructional outcomes and designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and teacher scaffolding to support that engagement.
- 4.2 The Literacy Master Teacher provides students the time needed to be intellectually engaged.

5.0 USING ASSESSMENT IN INSTRUCTION

- 5.1 The Literacy Master Teacher uses formative and summative assessment regularly to guide instruction.
- 5.2 The Literacy Master Teacher makes students aware of assessment criteria and encourages students to use reflection and self-assessment.
- 5.3 The Literacy Master Teacher gives accurate and specific feedback that advances learning.
- 5.4 The Literacy Master Teacher diagnoses evidence of learning by questions, prompts, and assessment.

ADDITIONAL RESPONSIBILITIES

6.0 PROFESSIONALISM: The Literacy Master Teacher is required to maintain a high standard of professionalism.

- Develops and maintains a safe and organized learning environment that facilitates learning for all students.
- Designs, collects, and maintains student data through accurate, legible, and current record-keeping.
- Analyzes student data to affect instruction and learning.
- Demonstrates positive, supportive, respectful, and collaborative interpersonal relationships with all stakeholders.
- Participates in and seeks opportunities for professional development.
- Accepts and uses constructive feedback to improve performance.
- Completes assigned tasks, reports, and documents accurately according to specified timelines and expectations.
- Follows directives as assigned by principal, principal designee, and/or supervisor.
- Takes an active role in building-level decision making.
- Reports to work on time following district attendance policy and submits to additional hours when deemed necessary.
- Maintains confidentiality and demonstrates positivity in words and actions as a representative of the school and district.
- Adheres to federal, state, district, and school policies, procedures, guidelines, and regulations.
- Adheres to ethical, legal, and professional standards.
- Provide and participate in virtual lessons/meetings and virtual/digital teaching in a professional manner.
- Performs other such tasks and assumes additional duties/responsibilities assigned by the School Principal, Principal designee, Supervisor and/or Superintendent may assign.

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ADDITIONAL RESPONSIBILITIES AND COMPETENCIES: The items listed below include additional functions and competencies required.

- Adaptable; manages competing demands; changes approach to best-fit situation; able to deal with frequent changes, delays, or unexpected events; patient.
- Dependable; follows instructions; responds to management directions; takes responsibility for own actions; commits to work when necessary to reach goals; completes tasks on time.
- Honest and straightforward; acts with integrity; is truthful; refuses to steal, cheat, or deceive; maintains confidentiality.
- Identifies goals; weighs pros and cons; chooses the best alternative; displays willingness to make decisions; exhibits sound and accurate judgment; explains reasoning for decisions; includes appropriate people.
- Works cooperatively with others; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a team above own interests; asks for and offers help when needed.
- Acts responsibly; works hard to reach goals; does quality work; reacts well under pressure; follows through on commitments.
- Sets and achieves personally challenging goals; demonstrates persistence and overcomes obstacles; measures self against standard of excellence.
- Projects well-groomed appearance and follows district and school or department dress code; wears attire appropriate to the circumstances; practices personal grooming that is appropriate to the work environment.
- Displays understanding; takes an interest in what people say and why they think and act as they do; approaches others in a tactful manner; treats others with respect and consideration regardless of their status or position.
- Speaks well; listens well; gives and understands instructions; communicates in ways appropriate to the situation and audience.
- Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem-solving situations.

PHYSICAL DEMANDS: The employee must be able to perform each essential duty satisfactorily. The requirements described herein are representative of the knowledge, skill, and/or ability essential to job performance. While performing duties, the employee is frequently required to stand, walk, speak, hear, and sometimes sit. Occasionally, the employee will bend or twist at the neck more than the average person. The employee may occasionally push or lift up to 50 lbs., such as boxes of materials and technology carts. The employee is frequently exposed to a work environment noise level, which is moderate to loud. The employee must have sufficient visual acuity to be able to work with computer monitor, print texts, and handwritten documents. The employee must possess basic language and communication skills to read, write, discuss, and present information to others in a clear, concise manner. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.).

This job description is designed to provide a general overview of the requirements of the job and is not designed to cover or contain a comprehensive listing of all functions, duties, or responsibilities that are required of this position. Functions, duties, or responsibilities may change, or new ones may be assigned at any time with or without notice. The St. Mary Parish School Board reserves the right to revise the job description at any time.

I, _____, have read and received a copy of this job description and understand that a copy of this signed job description will become part of my personnel file. I fully understand the requirements, duties, and responsibilities of the position. I can perform the duties and responsibilities as outlined, with or without reasonable accommodation. I understand that my job duties and responsibilities may change on a temporary or regular basis according to the needs of the district and, if so, I will be required to perform such duties and responsibilities. If I have any questions about job duties, I should discuss them with my immediate supervisor or a member of the Human Resources Department.

SIGNATURE _____ DATE _____