



5301 Monona Drive, Monona, WI 53716 P: 608-221-7660 F: 608-221-7688

Position Description

Position Title:	Administrator for Literacy & Multilingual Learning (4K-12)
Department / Location:	Teaching and Learning
Reports to:	Director of Elementary Teaching and Learning
Employees Supervised:	English Language Teachers, EL Paraprofessionals and Reading Specialists/Teachers
Classification:	12-month
FLSA Status:	Exempt
Created / Revised:	January 2, 2026
Board Approved:	February 10, 2026

Position Summary

The Administrator for Literacy & Multilingual Learning (4K-12) is a certified administrator responsible for coordinating and leading the comprehensive 4k-12 reading curriculum and multi-level system of support for a range of learners across the district, as directly mandated by [WI State Statute 118.015: Reading instruction; early literacy curricula and instructional materials](#). This position ensures the successful adoption, high-fidelity implementation, and continuous evaluation of science-based early reading instruction throughout all elementary and secondary schools, specifically impacting grades K-3. The Specialist serves as the district's expert on literacy development, curriculum, instruction and intervention, working in close collaboration with the Directors of Teaching and Learning.

Essential Functions and Responsibilities

1. **Curriculum Leadership and Implementation**
 - a. **Implement Reading Curriculum ([WI State Statute 118.015 \(3\)\(a\)](#)):** Lead the district-wide implementation and management of the adopted 4k-12 reading curriculum, ensuring consistency and fidelity across all grade levels and school sites.
 - b. **Science-Based Instruction Compliance:** Guarantee that all early literacy instruction (K-3) is systematic, explicit, and includes all nine components of science-based early reading instruction, as defined in [WI State Statute 118.015 \(1c\)\(b\)](#): phonological awareness, phonemic awareness, phonics, background knowledge, oral language development, vocabulary, writing, comprehension, and reading fluency.

- c. **Prohibited Instruction Compliance** ([WI State Statute 118.015 \(1m\)\(d\)](#)): Monitor instructional practices, materials, and purchases to strictly exclude 3-cueing (Meaning, Structure, Visual cues/MSV model) or any similar approach from all literacy programs in accordance with state law.
 - d. **Curriculum Adoption**: Assist the Directors of Teaching and Learning in evaluating, recommending, and purchasing literacy curricula and instructional materials that are compliant with state recommendations and prohibitions.
 - e. **Data Analysis**: Analyze literacy data (screening, progress monitoring, diagnostic, and outcome data) to inform instruction, intervention, and resource allocation. Participate in building data review meetings and support instructional teams in using data to guide decisions and improve student outcomes.
 - f. **Multi-Level System of Supports (MLSS)**: Assist the Directors in the development and implementation of the literacy district framework, including interventions, intervention resources, fidelity checks, processes, and staff training.
2. **Professional Development and Support**
- a. **Resource Person to Teachers** ([WI State Statute 118.015 \(3\)\(b\)](#)): Serve as the primary content and instructional expert, providing direct, ongoing coaching and technical assistance (K-12) to improve reading outcomes.
 - b. **Training and Coaching**: Design, develop, and deliver required professional development for all staff (teachers and administrators) focusing on the Science of Reading, effective phonics instruction, and the high-fidelity implementation of adopted curriculum materials.
 - c. **Instructional Modeling**: Provide job-embedded support through classroom modeling, co-teaching, and observation-feedback cycles.
3. **Program Coordination and Administration**
- a. **Work with Administrators** ([WI State Statute 118.015 \(3\)\(c\)](#)): Collaborate closely with the Directors of Teaching and Learning and building administrators to secure resources, ensure vertical and horizontal alignment, and support the effective rollout of the reading curriculum.
 - b. **Coordinate Services** ([WI State Statute 118.015 \(3\)\(e\)](#)): Coordinate the reading curriculum with all related programs and services (e.g., special education, English language learners, interventionists) to ensure a cohesive and integrated system of reading support.
 - c. **Dyslexia Awareness**: Ensure district compliance with requirements related to resources for dyslexia, including supporting the required online guidebook link ([WI State Statute 118.015 \(4\)\(d\)](#)).
 - d. **English Learner Program**: Oversee literacy instruction and interventions for English Learners to ensure alignment with the district reading curriculum and state requirements. Collaborate with EL specialists and classroom teachers to monitor progress, evaluate materials, and provide targeted support for language development alongside reading proficiency. Integrate EL data and instructional needs into district-wide MLSS, intervention planning, and professional learning.
 - e. Supports the deployment of **Disciplinary Literacy** through collaboration with instructional leaders to integrate content-specific reading, writing, speaking, and thinking practices into daily instruction.
4. **Assessment and Evaluation**
- a. **Annual Curriculum Evaluation** ([WI State Statute 118.015 \(3\)\(d\) & \(4\)\(c\)](#)): Conduct an annual, comprehensive, data-driven evaluation of the 4k-12 reading curriculum's effectiveness and report findings and recommendations directly to the Director of Elementary Teaching and Learning.

- b. **Reading Goals and Assessment** ([WI State Statute 118.015 \(4\)\(a\) & \(4\)\(b\)](#)): Assist the School Board and Directors in developing district-wide reading goals and using data to make annual assessments of existing reading needs.
- c. **Data Analysis:** Lead staff in the administration and analysis of reading screeners, diagnostic assessments, and progress monitoring data to identify student needs and measure the impact of instructional changes.

Knowledge, Skills and Abilities

1. Ability to articulate complex reading research and translate it into practical, classroom-ready strategies.
2. Exceptional coaching and facilitation skills for leading professional development and providing job-embedded support.
3. Strong organizational, project management, and reporting skills to manage a 4k-12 program and ensure legal compliance.
4. Proven ability to collaborate effectively with diverse stakeholders, including district leadership, principals, teachers, and parents.

Working Conditions

1. Indoor office environment.
2. School environment.
3. Travel between buildings is required.

Physical Requirements

1. The person in this position needs to be able to move about inside school buildings to visit classrooms and attend meetings outside of their office.
2. The person in this position must be able to transport themselves to all school locations within the District.
3. The person in this position must be able to remain in a stationary position 50% of the time.
4. The person in this position must be able to operate a computer and other office productivity machinery, such as a copy machine and computer printer.
5. The person in this position must be able to converse with administrators and staff, and must be able to exchange accurate information with such individuals.
6. The person in this position must be able to observe teachers in their classrooms.

Education and Experience

1. A minimum of five (5) years of successful classroom teaching experience, combined with relevant administrative experience in curriculum leadership, program coordination, and supervision.
2. Deep, applied knowledge and demonstrated expertise in the Science of Reading research, evidenced-based instructional practices, and current literacy assessment tools.

Licenses and Certifications

1. Must possess current, valid state certification as a Reading Specialist 5017 (or required equivalent certification under [WI State Statute 118.015 \(2\)](#)) Valid state certification as a Principal 5051

EEO Statement

The MGSD does not discriminate on the basis of age, race, sex or sexual orientation, marital status, handicap, national origin, creed, arrest or conviction record, ancestry, member of military reserve, or any other reason prohibited by state or federal law.

Acknowledgement

By signing this job description, I acknowledge that I have read and understand the duties, qualifications and requirements of the position. My signature further attests that I am able to perform the essential functions of this position with or without a reasonable accommodation. I understand that this job description does not represent a contract of employment and that the Monona Grove School District reserves the right to change duties, responsibilities or activities with or without notice.

Employee Signature

Date Signed

Disclaimer: This position description is subject to change at any time.