Our Mission is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

POSITION GENERAL SUMMARY:
The District Literacy Coach collaborates with Literacy Coaches and administration to help identify trends in student performance. The District Literacy Coach documents district needs, efforts and plans for interventions in order to ensure compliance with ELL and Reading legislative mandates and district reading plan deliverables. The District Literacy Coach continuously implements scientifically based reading research (SBRR) in instructional programs to ensure literacy instructional support for all. The District Literacy Coach provides reading, writing, speaking, listening, viewing, and thinking support through professional development opportunities, and promotes reflective conversations in an online reading environment. The District Literacy Coach coordinates initiatives that assist in shifting instructors’ practice to better understand critical pedagogy and the need for change based on student evidence through facilitation, observations, co-learning and reflective conversations, which entail action planning to improve instruction and student achievement.

ESSENTIAL POSITION FUNCTIONS:
- Support the District Literacy Leader in implementing the Reading Plan across the district
- Assist school-based leadership to monitor implementation of district, state and federal mandates, policies and guidelines for reading and English Language Learners
- Maintain record keeping and communication with stakeholders regarding school efforts and progress of accountability measures for reading and English Language Learners
- Review and guide the identification of students at risk of academic failure according to established criteria
- Disseminate relevant course and student data to identify students and determine high priority areas
- Create and facilitate professional development to support state, district and school-wide literacy initiatives and provide follow up support
- Work collaboratively with District Literacy Leader and Literacy Coaches to discuss processes, initiatives, ideas, work-flow and create new initiatives with cross-team collaboration
- Maintain and update district literacy resources
- Act as co-chair of the FLVS Reading Leadership Team
- Serve as a liaison (minimum of 1 membership) with state or national organizations and attend and/or present in at least one professional organization conference yearly
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
• All work responsibilities are subject to having performance goals and/or targets established

(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job related duties as required.)

MINIMUM REQUIREMENTS:

Education/Licensure/Certification:
• Bachelor’s degree
• Valid Florida Professional Teaching Certificate
• Reading Endorsement or Certification

Experience:
• Three years’ teaching experience; online teaching experience, preferred
• Experience, certification, and/or degree in ESOL and ESE, preferred
• Experience across multiple subject areas and grade levels, preferred

Knowledge, abilities and skills:
• Strong interpersonal, leadership, communication and motivational skills
• In-depth knowledge of reading processes, acquisition, assessment, instructional reading strategies, online instructional design theories, and learning style theories
• Knowledge of state and national reading and writing standards
• Knowledge of current research on best practices for improving reading achievement and the integration of technology in online lesson design
• Knowledge of curriculum standards and their impact on K-12 instruction
• Knowledge of web 2.0 tools and other online support mechanisms to enhance instruction

CORE COMPETENCIES FOR SUCCESS:

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<thead>
<tr>
<th>COMMUNICATION SKILLS</th>
<th>CUSTOMER FOCUS</th>
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<tbody>
<tr>
<td>Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to other employees, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and convincing way for a variety of target audiences; The written message is consistently error-free; The written message has the desired effect on the target audience</td>
<td>Prioritizes customers (internal and external) and their needs as primary and is dedicated to meeting their expectations; Develops and maintains customer relationships; builds credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in community by serving as a FLVS ambassador or volunteer</td>
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<tr>
<th>INTERPERSONAL SKILLS</th>
<th>FUNCTIONAL /TECHNICAL EXPERTISE</th>
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<td>Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes the initiative to get to know internal and external customers</td>
<td>Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in organized and timely fashion</td>
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## INDIVIDUAL CONTRIBUTOR COMPETENCIES FOR SUCCESS:

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<thead>
<tr>
<th>PEER RELATIONSHIPS</th>
<th>CREATIVITY</th>
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<td>Finds common ground and solves problems for the good of all; Can represent his/her own interests and yet be fair to other groups; Solves problems with peers with minimal “noise”; Is seen as a team player and is cooperative; Easily gains trust and support peers; Encourages collaboration; Is candid with peers</td>
<td>Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially “fail fast”</td>
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<tr>
<th>SELF KNOWLEDGE</th>
<th>PLANNING</th>
<th>ORGANIZING</th>
<th>PROBLEM SOLVING</th>
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<td>Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn’t defensive; Proactively seeks to understand his/her strengths and areas for growth; Applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions</td>
<td>Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results</td>
<td>Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner</td>
<td>Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn’t stop at the first answers</td>
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| DRIVE FOR RESULTS | |
|-------------------| |
| Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals |

### PHYSICAL REQUIREMENTS AND ENVIRONMENTAL CONDITIONS:

- **Location:** Remote
- **Frequency of travel:** Occasional travel is required for meetings, trainings and conferences; location may vary and may require overnight stays
- **Light physical activities and efforts required working in an office environment**

*(Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.)*

*FLVS does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law.*