**Coordinator of Dyslexia Services**

**Employee Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reports To:** Director of Humanities

**Dept/Campus:** Instructional Services **Paygrade:** P3

**Wage/Hour Status:** Exempt **Date Revised:** June 2020

**This job description reflects management’s assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned.**

**PRIMARY PURPOSE:**

Evaluate and provide leadership for the Dyslexia instructional program of the district. Responsible for the effective and efficient operation of the Curriculum and Instruction Department, including staff development.

**QUALIFICATIONS:**

**Education/Certification:**

CALT certification

Bachelor’s Degree

Preferred Teacher and Principal Certification

**Special Knowledge/Skills:**

Knowledge of dyslexia curriculum and instruction

Knowledge of school district organization, operations, and administrative policies

Ability to evaluate instructional program and teaching effectiveness

Ability to manage budget and personnel

Ability to interpret policy, procedures, and data

Excellent and effective organization, communication, and interpersonal skills

Ability to collaborate effectively and efficiently with district and campus staff and outside agencies and personnel

Calm and patient demeanor with students and others

**Experience:**

Two years experience in program management preferably in public school environment

Preferred experience as a certified teacher in a public school setting

Experience delivering dyslexia instruction using dyslexia curriculum

**MAJOR RESPONSIBILITIES AND DUTIES:**

1. Plan, implement, and evaluate the district adopted dyslexia curricula (Take Flight, Reading by Design).
2. Collaborate with instructional staff in evaluating and selecting additional instructional materials and assessment instruments to meet student learning needs within the dyslexia program.
3. Collaborate with teachers and principals regarding learning objectives, instructional strategies, and assessment techniques in the general education classroom for students identified with dyslexia.
4. Coordinate the administration of beginning, middle, and end of year assessments for the district in PK-3.
5. Apply research and data to improve the content, sequence, and outcomes of the teaching-learning process.
6. Plan the necessary time, resources, and materials to support accomplishment of educational goals.
7. Ensure that district goals and objectives are developed using collaborative processes and problem-solving techniques when appropriate.
8. Participate in the district-level decision-making process to establish and review the district’s goals and objectives for the dyslexia instructional programs of the district.
9. Actively support the efforts of others to achieve district goals, objectives, and campus performance objectives.
10. Obtain and use evaluative findings (including student achievement data) to examine program effectiveness.
11. Assist campus staff in making decisions on the evaluation of students suspected to have dyslexia, determining if the dyslexia evaluation will follow Section 504 procedures or follow special education procedures.
12. Participate in Section 504 meetings and special education Admission, Review, or Dismissal (ARD) meetings as needed.
13. Provide technical assistance to special education evaluators in determining the conditions of dyslexia and related disorders.
14. Conduct supplemental dyslexia evaluations when requested by a Section 504 committee or a special education committee.
15. Be available to provide supplementary compensatory dyslexia instruction sessions to qualified students per committee decisions.
16. Secure consultants, specialists, and other community resources to assist principals and instructional staff in attaining objectives.
17. Provide effective staff development activities that incorporate the mission of the district, program evaluation outcomes, and input from teachers and others.
18. Implement policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area.
19. Compile, maintain, and present all reports, records, and other documents required.
20. Demonstrate awareness of district-community needs and initiate activities to meet those needs.
21. Demonstrate use of appropriate and effective techniques to encourage community and parent involvement.
22. Model behaviors, which ensure the development of a district team, focused on problem solving and meeting student needs.
23. Demonstrate behavior that is professional, ethical, and responsible and serve as a role model for all district staff.
24. Actively seek training and information, which will enhance skills and knowledge, related to responsibilities.
25. Articulate the district’s mission, instructional philosophy, and curriculum implementation strategies to the community and solicit their support in realizing the mission.

**SUPERVISORY RESPONSIBILITIES:**

Supervise and evaluate the dyslexia teachers to ensure effective implementation of dyslexia curriculum and evaluation and identification of students.

**WORKING CONDITIONS:**

**The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made if necessary:**

**Mental Demands:**

Ability to communicate effectively (verbally and written); interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress; maintain a clear focus on customer service; ability to manage others in a non-coercive manner

**Physical Demands:**

While performing the duties of this job, the employee is regularly required to sit, stand and move throughout the facilities. Duties also require repetitive hand motions, prolonged use of computer, moderate standing, stooping, bending, lifting/transporting of up to 50lbs, frequent district-wide and occasional state-wide travel, and occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job, and are not an exhaustive list of all responsibilities, duties and skills that may be required.

Employee Date

Supervisor Date