

**Maple Run Unified School District
Job Description**

Job Title: Literacy Integrationist
Job Group: Professional Staff
Reports to: Director, Northwest Career & Technical Center

Summary: The Literacy Integrationist of the Northwest Career & Technical Center serves to increase the academic achievement for all students by supporting teachers as they focus more intentionally on literacy instruction and assessment.

Essential Duties and Responsibilities: *Other duties may be assigned.*

1. Learns and understands all of the program curricula at NCTC including work keys curriculum.
2. Assists program instructors in the development of their lesson plans and ensures that lesson plans are related to the program proficiencies.
3. Works with instructors in integrating literacy skills into their programs.
4. Provide Professional Development for teachers and staff in regards to the teaching and assessment of literacy skills.
5. Helps to develop and maintain resources and systems with teachers as it pertains to the evidence.
6. Strives to be a visible presence in all programs.
7. Creates, develops, and maintains strong curricular relationships with all sending schools.
8. Provides resources to assist with the grading categories.
9. Attends all meetings as assigned by the Director.
10. Reviews and analyzes data to inform and adjust instruction.
11. Support administration of work keys in the area of literacy.
12. Demonstrates knowledge and expertise in the content area(s) of instruction and content-area pedagogy.
13. Effective classroom management skills that provide a safe and respectful learning environment
14. Restorative practice knowledge and practice
15. Demonstrates knowledge and understanding of the student population being served and how demographic variables impact student achievement, and effectively uses this knowledge to effectively design and deliver instruction.
16. Experience working with and having the ability to develop and utilize creative strategies to engage adolescents and young adults, including reluctant learners and those at risk of dropping out.
17. The ability to differentiate and work with various support personnel to maximize students' potential is required.
18. Knowledge and/or experience in universal design for learning lesson development to support all students, and formative assessment to provide immediate feedback and to adjust lesson delivery.
19. Excellent teaching, organizational, planning, written and oral communication, and collaboration skills.
20. Commitment to continuous improvement in the areas of knowledge and professional practice
21. Effectively integrate district transferable skills into the learning environment.
22. Manages the preparation and setup of lesson materials, exhibits, demonstrations, and equipment for use in the classroom and/or for laboratory/field-based activities.
23. Provides instruction to students within the established program.
 - a. Reinforces subject matter to students using varied methods of instruction.
 - b. Models appropriate skills, behavior and techniques
 - c. Assists students with difficult or unusual tasks or problems.
 - d. Monitors students' skills and effectiveness in the program

- e. Provides a safe learning environment for all students.
 - f. Supervises students in classrooms, hallways, school grounds, and on field trips or during field-based/laboratory work.
 - g. Enforces and communicates rules and expectations for behavior and procedures for maintaining order among the students; monitors classroom activity at all times, determines need for intervention, and addresses student conflicts to instructors'; implements student behavior support plan as needed.
 - h. Follows all school rules, administrative regulations, and MRUSD policy and procedure; assists in upholding and enforcing all administration regulations and rules governing students.
 - i. Attends and actively participates in building level staff meetings, EST/504/IEP meetings, in-service, district meetings and other school and district committees, meetings, projects or events as required or requested.
 - j. Planning and evaluating program effectiveness and identifying areas of development.
 - k. Performs general administrative or clerical support duties as needed (e.g. typing, filing and duplicating materials; collecting permission slips for field trips; distributing and/or collecting teaching materials, homework assignments and tests)
24. Other duties as assigned.

Supervisory Responsibilities: Monitors student discipline through an appropriate classroom management program.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Bachelor's degree in an area of English or literacy, master's degree preferred.

Certificates, Licenses, Registrations: Hold or be willing and eligible to obtain a valid Vermont Educator license with an endorsement 7-12 endorsement in English.

Language Skills: Ability to read, analyze, and interpret textbooks, periodicals, professional journals, technical procedures, safety rules. Operating and maintenance instructions, procedure manuals and/or governmental regulations. Ability to write lesson plans, reports, correspondence, and procedures. Ability to effectively present information, speak effectively and respond to questions from students, parents, staff, the public, employees of organizations, and the community. Ability to use a variety of assessments for student work.

Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to use a variety of assessments for student work.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school and district objectives and the needs and

abilities of assigned students. Ability to establish and maintain effective relationships with students, peers and parents; skilled in oral and written communication. Ability to perform duties with awareness of all School District requirements and Board policies.

Physical Demands: The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, walk, sit, kneel, bend, talk or hear. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books and classroom equipment, and will need to ascend and descend a set of stairs. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. Must demonstrate manual dexterity to work on computers, phones, and other technology.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, model best behavior, must show above average interpersonal skills and follow directions of school leadership.

Work Environment: The work environment characteristics described here represent those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

Terms of Employment: Per Educator's Master Agreement

Evaluation: Annually

Date: 6/2/2023

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned and are performed by the individuals currently holding this position.