

READING FIRST COORDINATOR

Definition

The Reading First Coordinator will work with all Reading First Assessment Coordinators, Building Principals and the District's Director of Research, Evaluation and will be responsible for the collection, analysis, and overall interpretation of the assessment results. Working with the principals, reading coaches and teachers, the coordinator will establish procedures for the screening of all children and collection of results in a timely manner. He/She will provide the preliminary analysis to the reading coach and principal so they, working with the teachers, can determine student needs and establish benchmarks that will be used to assess progress.

Specific Duties and Responsibilities:

- Demonstrates knowledge of assessment. Understands validity, reliability and normative comparisons in test design and selection.
- Identifies varied purposes and forms of assessments.
- Interprets grade equivalent, percentile rank, normal curve equivalents, and standard scores.
- Demonstrates proficiency in the administration of valid assessments and interpretation of Reading First assessments (ex. DIBELS, TPRI)
- Facilitates training for staff on the administration of DIBELS and TPRI.
- Works collaboratively with principal, Reading First Assessment Coordinators, teaching staff, county/state level trainers/coaches, and any contracted professional development service providers to manage the assessment program.
- Facilitates training and support for staff for administration and interpretation of screening, diagnostic, and classroom-based assessments.
- Serves as coach/mentor to help teachers analyze data and design instructional plans and classroom grouping based a variety of assessment information (screening, diagnostic, progress monitoring).
- Interprets outcome assessment results which measure change over time.

Desirable Knowledge, Skills and Abilities

Knowledge of:

- Pre-K-12 curriculum and special programs for diverse populations
- Standards based instruction for federal, state and local evaluation of educational programs.

Education and Experience:

- Advanced degree in the social sciences with an emphasis on reading;
- Endorsement in Reading
- Strong SBRR knowledge base
- High degree of self-direction and excellent interpersonal skills in working collaboratively with teacher and administrators in the early childhood and/or elementary schools.
- Coursework and experience in research design and survey techniques, particularly in reading.
- Classroom early childhood or elementary teaching experiences preferred.
- Competency in analyzing and interpreting data.
- Experience in serving as a resource to principals and, teachers including in-service on data driven decision making.
- Experience with SPSS, Excel or other analysis instruments.
- Three year commitment to the grant and schools.

Salary: Based on training and experience