

## **Summary**

Rochester Beacon Academy (RBA) is a 6th-12th-grade charter school that places a strong emphasis on providing individualized attention to students. The school has small class sizes, allowing teachers to provide students with focused and personalized instruction. RBA also has a special focus on serving students with special education needs, with close to 80% of the student body receiving such services. The administration and staff are dedicated to providing these students with the support and resources they need to succeed in school and beyond. RBA has a caring and compassionate culture, with teachers and staff committed to creating a safe, joyful and inclusive learning environment.

## **Description**

A Local Literacy Lead is a K-12 literacy specialist with expertise in working with educators providing instructional support, resources, coaching and professional development. They are hired by a district or charter school and are supervised by the district/charter school administration, as well as supported by the Regional Literacy Network Lead. As a 6-12 school, the key function of Local Literacy Lead at Rochester Beacon Academy will be to support the implementation of READ Act legislation and literacy initiatives at both the elementary and secondary levels.

This position will be 0.4 FTE and work these hours within the school day. The district's Literacy Lead is a literary specialist with expertise in working with educators as adult learners, will be supervised by the district, and supported by the Regional Literacy Network Lead. Wage will be prorated based on the FTE base salary of \$45,820.

## **Essential Functions:**

- Collaborate with district/charter administration, Regional Literacy Lead, and the Minnesota Service Cooperatives (MSC).
- Support teachers and specialists (including reading specialists/interventionists, SpEd, and ML teachers) that are part of our local literacy plan.
- Support the implementation of Structured Literacy, evidence-based practices, intervention, curriculum delivery, dyslexia and screening, and teacher training and professional development in these areas in collaboration with academic leaders
- Actively participate in DDI (Data driven instruction) meetings with grade level (6-12).

- Assist with the development of personal learning plans.
- Train paraprofessionals and other support staff to support classroom literacy instruction.
- Model structured literacy instructional best practices and strategies in the classroom.
- Work with administration and DAC (District Assessment Coordinator) to ensure that all screening requirements and progress monitoring requirements outlined in the READ Act on our local literacy plan are implemented with fidelity.
- Support with screening and progress monitoring as needed, including training teachers to administer assessments as well as administering assessments and providing support in interpreting the data.

### **Regional Literacy Network (RLN) Responsibilities:**

- Collaborate with Regional Literacy Network colleagues to ensure support provided across all content areas is aligned to evidence-based Structured Literacy practices.
- Collaborate with the Regional Literacy Lead to ensure consistent access, coherence, and alignment for districts/charter schools on all literacy initiatives across the state.
- Engage in collaboration that develops, promotes and sustains collegial relationships with the Regional Literacy Network team.
- Engage in collaboration to develop and continuously improve site-based literacy coaching support.
- Provide district(s)/charter(s) consistent access, coherence and alignment of messaging and support services.
- Support synchronous and asynchronous training of district/charter teachers and school leaders;
- Collaborate with Regional Literacy Lead in the delivery of in-person, synchronous and asynchronous professional learning content. Provide in-session and follow-up support.
- Remain well-informed of current and developing research with regard to Structured Literacy, evidence-based practices, intervention, dyslexia and screening through communication with colleagues and experts, participating in professional development and reviewing the research literature.

### **District/Charter School Responsibilities:**

- Support implementation of evidence-based Structured Literacy practices in 6-12 to improve literacy outcomes for all students in collaboration with Academic Leaders, the SpEd Coordinator, the ML Coordinator, and Local Literacy Lead.
- Support site-based Literacy Coaching and build the capacity of the Local Literacy Lead to provide on-site coaching for district/charter teachers and staff in collaboration with Academic Leaders, the SpEd Coordinator, and the ML Coordinator.
- Support district/charter efforts to administer required universal and dyslexia screening tools and data submission to MDE
- Ensure district staff are trained on and administer an approved universal screener in collaboration with the DAC (District Assessment Coordinator).
- Provide data literacy supports to ensure data analysis informs instruction and interventions
- Support inclusion of summary data in Local Literacy Plan submissions due annually on June 16th
- Support district implementation of dyslexia screening and identification of students with characteristics of dyslexia
- Provide professional development on Structured Literacy, evidence-based practices, intervention, dyslexia and screening
- Support in data collection and analysis to ensure data is being used effectively to inform instruction to support student growth and achievement across all Tiers in collaboration with academic leaders, academic coaches, the Local Literacy Lead, and teachers.
- Support the selection process and implementation of evidence-based curriculum and materials through horizontal and vertical alignment to science of reading evidence based practices and the MN standards.
- Support the development, implementation, evaluation and submission of the annual Local Literacy Plan.
- Support in notifying parents/families of students not reading at or above grade level including the student's reading proficiency level, and collaborate with parents/families discuss reading-related services and plan strategies for families to use at home to support the student.
- Work collectively with peers in reflecting on personal learning and how that learning supports student achievement and growth of students.
- Other duties as assigned.

### **Competencies:**

- Thorough understanding of pedagogy and best practices within education and the science of reading
- Understanding of adult learning principles and group facilitation
- Understanding of curriculum, science of reading evidence based practices, and MN English/Language Arts Standards
- Understanding of how the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework serves as the overarching infrastructure within which evidence-based literacy practices are operationalized in order to maximize student outcomes
- Ability to function cooperatively and collaboratively with colleagues and educators
- Ability to reflect on and continuously improve practices in response to coaching
- Ability to adapt to and work within a variety of school contexts
- Excellent organizational skills and attention to detail
- Creative analytical and problem-solving skills
- Effective written and verbal communication skills
- Ability to work effectively and efficiently across agencies and partnerships; individually and as a team member
- Ability to show initiative in resolving problems
- Ability to assume responsibility, be well organized, execute initiatives from directives and approved self-initiatives
- Ability to build open, honest and trustworthy relationships with people of various personality styles and behaviors – internally and externally
- Ability to conduct oneself in a professional and customer service-based manner at all times
- Proficient in the use of office applications and online learning platforms

### **Skills/Qualifications:**

- Bachelor's degree in reading, education, special education, or related field
- Minimum five years experience in English Language Arts instruction or related fields such as reading intervention, ML/ESL, early literacy, speech-language pathology or psychology.
- Systems Level Leadership or comparable experience
- Experience planning, implementing, and evaluating district wide initiatives and professional learning
- Experience in working with diverse groups, leadership teams, addressing inequities and supporting change and transformation in systems
- Data Collection/Analysis

- Current teaching or administrative license
- Valid Driver's License
- LETRS/OL&LA/CAREIALl Certification or Certified Facilitator
- Knowledge of Positive Behavior Intervention & Supports (PBIS)
- Believe in and support the vision and mission of RBA

**Next Steps:**

If you wish to be considered for this position please include the following:

- Current Resume
- Cover Letter
- Copy of Teaching License

Completed materials can be emailed to our Executive Director at  
[beth.bruns@rochesterbeaconacademy.org](mailto:beth.bruns@rochesterbeaconacademy.org)