Oshkosh Area School District

Valley Area Reading Recovery Consortium READING RECOVERY® TEACHER LEADER (.5)
OASD DISTRICT LITERACY INTERVENTION COACH (.5)

Reports to: Director of Literacy (4K-5)  FLSA: Exempt

QUALIFICATIONS
1. Current valid Wisconsin Department of Public Instruction teacher certification in the respective classifications: DPI Code 1316 - Reading Teacher (Required) –DPI Code 5017 - Reading Specialist (Preferred)
2. Training as a Reading Recovery Teacher Leader
3. Master’s Degree in education and a minimum of 5 years teaching experience.

RESPONSIBILITIES
1. Meet the Standards and Guidelines of Reading Recovery in the United States as required by the RRCNA.
2. Teach training courses for new Reading Recovery Teachers, Literacy Lesson Teachers, assessment courses, and continuing professional development following RRCNA guidelines, as needed by the consortium.
3. Work closely and collaboratively with all VARRC teacher leaders to ensure alignment across the consortium
4. Provide school and clinical visits.
5. Coordinate and conduct Consortium forums as needed.
6. Provide classes and/or professional development in early literacy learning and classroom practices as needed.
7. Ability to interact professionally, tactfully, effectively and courteously with students, parents and staff.
8. Work with the site coordinator to plan and initiate activities related to the implementation of Reading Recovery at the site (e.g., ordering materials, developing a budget, developing the training facility).
9. Communicate with appropriate personnel to develop awareness of Reading Recovery.
10. Assist in the identification of appropriate teachers for the Reading Recovery training.
12. Participate in the annual Teacher Leader Institute.
13. Teach four Reading Recovery children daily during the training and field years. Continue to teach a minimum of two children daily in subsequent years.
14. Visit teachers-in-training four to six times during the year to provide guidance and instructional assistance.
15. Visit trained Reading Recovery teachers at least once each year to ensure quality control of the program, with additional visits based on need or request.
16. Monitor the selection and progress of children with reference to the teachers’ records.
17. Collect entry, exit, discontinuing, and end-of-year data on Reading Recovery children using IDEC-approved format, procedures, and materials.
18. Prepare an annual site report and submit it to the affiliated university training center.
19. Assist teachers and principals in preparing annual school reports.
20. Maintain the standards for establishment and operation of the site including the selection of the lowest-achieving child at each selection decision.
22. Serve as a specialist to support Reading Recovery teachers in their work with challenging children.
23. Work with the site coordinator and administrators to assure a quality implementation at the site and school levels with the goal of full coverage.
25. Assist in recruiting and identifying appropriate teachers for the training class.
26. Participate in professional development opportunities for Reading Recovery teacher leaders sponsored by the university training center.
27. Receive site visits from a trainer as outlined in the *Standards and Guidelines of Reading Recovery in the United States*.

28. Conduct and receive a colleague visit with other teacher leaders annually.


30. Onboard OASD interventionists with OASD recommended structured moderate and targeted high intensity interventions.

31. Continued professional development and student centered coaching cycles with OASD interventionists to support acceleration of student learning.

32. Professional development for classroom teachers on recommended structured, low intensity interventions

33. Monitor district impact of OASD structured, low intensity interventions, structured moderate intensity interventions, and targeted high intensity interventions.