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**JOB DESCRIPTION: COMMON CORE LITERACY CONTENT SPECIALIST**

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| <b>DEPARTMENT:</b>    | Curriculum Product Innovation | <b>REPORTS TO:</b> | Senior Manager, Standards & Assessment |
| <b>JOB CLASS:</b>     | Instructional Specialist      | <b>PAY GRADE:</b>  | Instructional Specialist               |
| <b>EXEMPT STATUS:</b> | Exempt                        | <b>DATE:</b>       | 03/13/2013                             |

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***Our Mission is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success.***

**POSITION GENERAL SUMMARY:**

The Common Core Literacy Content Specialist (CCLCS) supports, models, and continuously implements scientifically based reading research (SBRR) in instructional programs to ensure literacy instructional support within their content area for all students. The CCLCS assists in the overall planning, designing, and development of literacy strategies that will ensure alignment to the Common Core standards and scaffolding for reading success for all students. The CCLCS provides professional development opportunities and promotes reflective conversations with teachers in an online reading environment. The CCLCS coordinates initiatives that assist in shifting instructors practice to better understand critical pedagogy, Common Core expectations, and the need for change based on student evidence through facilitation, observations, co-learning and reflective conversations. The CCLCS assists in the school-wide Common Core Strategic Plan, and understands the district’s comprehensive reading plan and serves as an advocate for literacy within the development and deployment of courses and initiatives.

**ESSENTIAL POSITION FUNCTIONS:**

- Assist the Curriculum Specialists as a literacy subject matter expert in the implementation of the Standards and Assessment (Common Core) Strategic Plan across the organization
- Ensure the goals of the school-wide comprehensive reading plan are met in relation to the course and professional development
- Promote FLVS as a Common Core virtual leader in state, national, and international presentations
- Facilitate a variety of professional learning opportunities designed to increase the knowledge of Scientifically Based Reading Research and ESOL practices, Common Core state standards, and other state and national standards initiatives
- Support teachers in their learning and application of new knowledge and instructional practices in relation to Common Core and Literacy as new courses are released
- Attend and/or present in at least one professional organization conference yearly; chair one of four subcommittees on the FLVS Reading Leadership Team
- Collaborate with Literacy Coaches and Curriculum Specialists responsible for the Common Core in all online course offerings to seek out and design literacy content for students ,including ESOL strategies, and implement Common Core curricular changes infused with literacy strategies that result in improved student achievement
- Assist with the training and development of curriculum and instructional personnel to ensure the necessary skill sets are obtained to create new curriculum, and shift instructional practices related to Common Core Standards, PARCC assessments, high stakes testing, and other state and national assessment initiatives
- Review and analyze course content and related data making recommendations regarding

literacy strategies and research

- Attend face to face meetings with Literacy teams, for Common Core Strategic Planning, and for
- Curriculum Specialist training as needed
- Serve as a liaison (minimum of 1 membership) with state and national organizations to keep abreast of best practices in reading
- Use organizational data and literacy team goals to guide development decisions
- Maintain professional membership(s) and disseminate appropriate information from national and state organizations as well as from the DOE
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- All work responsibilities are subject to having performance goals and/or targets established

*(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job related duties as required.)*

**MINIMUM REQUIREMENTS:**

***Education:***

- Bachelor's degree with a concentration in education; or equivalent combination of education and relevant experience
- Valid Florida Professional Teaching Certificate
- Certification in ESOL and ESE, preferred
- Reading Endorsement or Certification, preferred; OR agreement to earn CARPD (Content Area Reading Professional Development) within 3 months of hiring

***Experience:***

- Three years' teaching, preferably in an online environment
- Experience across multiple subject areas and grade levels preferred

***Knowledge, abilities and skills:***

- Possess strong interpersonal, leadership, and motivational skills
- Demonstrated in-depth knowledge of reading processes, acquisition, assessment, instructional reading strategies, online instructional design theories, and learning style theories
- Knowledge of state and national reading and writing standards
- Knowledge of current research on best practices for improving reading achievement and the integration of technology in online lesson design
- Skilled across subject areas and grade levels, as well as thorough understanding of curriculum standards and their impact on K-12 instruction
- Knowledge of web 2.0 tools and other online support mechanisms as well as FLVS computer application skills to enhance instruction
- Strong verbal and written communication skills
- Ability to work independently with little direct supervision
- Ability to collaborate as part of a team

**CORE COMPETENCIES FOR SUCCESS:**

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| <p style="text-align: center;"><b>COMMUNICATION SKILLS</b></p> <p><i>Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to other employees, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and convincing way for a variety of target audiences; The written message is consistently error-free; The written message has the desired effect on the target audience</i></p> | <p style="text-align: center;"><b>CUSTOMER FOCUS</b></p> <p><i>Prioritizes customers (internal and external) and their needs as primary and is dedicated to meeting their expectations; Develops and maintains customer relationships; builds credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in community by serving as a FLVS ambassador or volunteer</i></p> |
| <p style="text-align: center;"><b>INTERPERSONAL SKILLS</b></p> <p><i>Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes the initiative to get to know internal and external customers</i></p>  | <p style="text-align: center;"><b>FUNCTIONAL /TECHNICAL EXPERTISE</b></p> <p><i>Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in organized and timely fashion</i></p>   |

**INDIVIDUAL CONTRIBUTOR COMPETENCIES FOR SUCCESS:**

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| <p style="text-align: center;"><b>PEER RELATIONSHIPS</b></p> <p><i>Finds common ground and solves problems for the good of all; Can represent his/her own interests and yet be fair to other groups; Solves problems with peers with minimal “noise”; Is seen as a team player and is cooperative; Easily gains trust and support peers; Encourages collaboration; Is candid with peers</i></p>   | <p style="text-align: center;"><b>CREATIVITY</b></p> <p><i>Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially “fail fast”</i></p>                           |
| <p style="text-align: center;"><b>SELF KNOWLEDGE</b></p> <p><i>Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn’t defensive; Proactively seeks to understand his/her strengths and areas for growth; applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions</i></p>  | <p style="text-align: center;"><b>PLANNING</b></p> <p><i>Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results</i></p> |
| <p style="text-align: center;"><b>ORGANIZING</b></p> <p><i>Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner</i></p> | <p style="text-align: center;"><b>PROBLEM SOLVING</b></p> <p><i>Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn’t stop at the first answers</i></p>                                    |
| <p style="text-align: center;"><b>DRIVE FOR RESULTS</b></p> <p><i>Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals</i></p>   |  |

**PHYSICAL REQUIREMENTS AND ENVIRONMENTAL CONDITIONS:**

- Location: Remote
- Frequency of travel: Occasional travel is required for meetings, trainings and conferences; location may vary and may require overnight stays
- Light physical activities and efforts required working in an office environment

*(Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.)*

*FLVS does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law.*