

TITLE**Learning Loss Coordinator**

**Utilizing ESSER funding for the 2021-22 School Year
Could possibly extend through June of 2024**

QUALIFICATIONS

Valid Tennessee Teaching License with an endorsement(s) in:
Elementary or
Middle or
Secondary depending on placement

Meets health and physical requirements.

Preferred - valid TN administrator license or enrollment in an administrator preparation program

JOB GOAL To provide academic assistance to schools in ELA and/or Math

ESSENTIAL FUNCTIONS

1. Become familiar with the RTI flow chart, district and school expectations, and intervention materials to assist with monthly data meetings;
2. Support RTI by assisting with scheduling and data collection, and train EA's in the methodology of high dosage tutoring and RTI expectations and materials;
3. Collect and track data for high dosage tutoring as well as before and after school tutoring opportunities for ESSER compliance;
4. District Literacy Implementation - Attend the TDOE Early Reading Training (for elementary applicants), attend Literacy Implementation Network Meetings, and support those initiatives in your building by participating in literacy walks, as well as serving as a liaison with the district literacy coach;
5. Guide grade level teams for district wide grade level planning sessions for literacy to implement the Wonders Curriculum and the Tennessee Foundational Skills Curriculum (Elementary) and Pearson Curriculum (Middle). This will include collecting and tracking school literacy data for the Literacy Implementation Network;
6. Support effective use of Curriculum Associates iReady Math components and data tracking;
7. Become ***Project COACH*** certified and conduct teacher evaluations;
8. Assist with Professional Development;
9. Assist with Family and Community Engagement; and
10. Other additional duties deemed to be necessary by school administrator(s) and/or supervisors.

PHYSICAL DEMANDS

Physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping, kneeling and/or crawling
4. Reaching
5. Talking
6. Hearing
7. Seeing

VOCATIONAL PREPARATION

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to include generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Form Perception: To make visual comparisons and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.
5. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal school working environment.

NON-EXEMPT from the requirements of the *Fair Labor Standards Act* in regard to earning (and being appropriately paid) time and a half for all work over forty hours in the defined work week (defined as Sunday 12:00 a.m. to the following Saturday at 11:50 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.