

**TITLE:** Reading Specialist

- QUALIFICATIONS:**
1. Successful elementary classroom teaching experience for three or more years.
  2. Reading certification desirable or specialization in a related area of study. Must be willing to work toward reading certification.
  3. Knowledge of current research about the nature and purposes of reading, oral, and written language and about widely used approaches to reading, oral, and written language instruction.
  4. Proficient in designing and delivering professional teacher and parent development opportunities and programs.
  5. Knowledge of major theories of language development, cognition, and learning and uses these theories to implement a well-planned and comprehensive reading and written language program.
  6. Successful experience in communicating and collaborating with a wide variety of individuals and groups.
  7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** School Principal

**JOB GOAL:** To provide expertise and support to staff and parents for the purpose of improving student reading, oral and written language performance. This position supports School Board Goals 2 and 4.

**PERFORMANCE RESPONSIBILITIES:**

1. Provides in-depth diagnostic assessment for students referred for reading, oral and/or written language deficiencies.
2. Coordinates the development of an Academic Improvement Plan for students identified as having substantial reading, oral and/or written language deficiencies.
3. Assists teachers in developing and implementing appropriate reading, oral, and/or written language acceleration strategies.
4. Designs, selects, modifies and evaluates materials that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners.
5. Conferences quarterly with teachers and parents in order to monitor student progress in reading, oral, and/or written language.

6. Coordinates and provides special reading, oral, and/or written language instruction as prescribed in the Academic Improvement Plan.
7. Works with the principal and assistant principal to develop a teaching schedule that will include intensive reading assistance when deemed appropriate in the Academic Improvement Plan.
8. Uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and multiple other indicators of students' progress to improve instruction and student learning.
9. Conducts assessment of multiple indicators of learner progress, takes into account the context of teaching and learning, and collaboratively assists teachers in developing instructional strategies.
10. Involves parents in cooperative efforts and programs to help students with reading, oral and/or written language development.
11. Utilizes and supports the use of a wide variety of print throughout the curriculum, including high-quality childrens' and adolescent literature and diverse expository materials appropriate to the age and developmental level of learners.
12. Designs and delivers professional development opportunities.
13. Shares knowledge, collaborates, and teaches with colleagues and parents.
14. Works with school administrators and staff to accomplish the reading related goals of the School Improvement Plan.

**PHYSICAL REQUIREMENTS:**

Position requires exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or 10 pounds of force constantly to move objects.

**TERMS OF EMPLOYMENT:**

Ten month year. Teacher salary schedule as established by the Board.

**ASSESSMENT:**

Performance of this job will be assessed annually in accordance with provisions of the Board's policy on assessment of certificated personnel.

Adopted: 05-19-98