

<u>Job Title:</u>	Reading Specialist
<u>Location:</u>	School Based
<u>Pay Grade:</u>	Teacher Salary Scale
<u>Work Calendar:</u>	10-month employee
<u>FLSA Status:</u>	Exempt

GENERAL PURPOSE

Under the supervision of the building principal or designee, this position focuses on a comprehensive knowledge of Evidence-Based Literacy Instruction in order to produce high-quality outcomes in the area of Reading and English Language Arts for all students by integrating literacy best practices throughout the day and across all content.

Provide leadership and consultation services in the assessment of reading and language arts problems to support change in educators' instructional practices.

- Collaborates with school administrators and the School Learning Support team to cultivate a culture of learning that leverages data for school-wide instructional decision-making, aligned professional learning, and change management.
- Demonstrates a comprehensive understanding of student learning data and provides support in data collection, analysis, interpretation, and reporting to assist educators more comprehensively in informing and advocating for data-driven instructional change
- Supports PLCs by building a positive, goal-directed culture for data discussions and collaboratively designing team-based iterative action plans that advance the division, school, and PLC-aligned goals
- Uses student data history and incorporates diagnostic tools to better understand individual students' learning needs to ensure every student has access to grade-level content and intensification
- Designs, facilitates, and progress monitors responsive, research-informed professional learning that fosters continuous improvement by modeling high-yield strategies that ensure equitable outcomes for every student
- Builds educators' capacity to advance equitable and inclusive literacy instruction for every student based on principles of equity and the use of culturally responsive pedagogy
- Scaffolds educators' learning to increase student access to equitable learning supports, resources, and opportunities that align with their learning needs, challenges, and strengths by proactively modeling instructional approaches
- Monitors various forms of documentation and records regarding reading and Language Arts, such as Student Reading and Intervention Plans
- Assists teachers and parents in understanding students' reading and Language Arts abilities and the importance of appropriate interventions

- Participates in the review and implementation process of division-based curriculum materials and assessment programs

Support and demonstrate the core values of Stafford Schools

- Engage in ongoing research-based professional development relevant to the position.
- Respond to written and oral requests for information promptly and thoroughly.
- Maintain a clean, neat appearance, appropriate to position.
- Maintain a record of appropriate attendance and punctuality.
- Serve as a role model for students, colleagues, and the general public.
- Work in close harmony with colleagues, supervisors, and co-workers.
- Comply with all District and School policies and regulations, including but not limited to guidelines for confidentiality.
- Perform other related duties as required/assigned.

EDUCATION AND EXPERIENCE

- Hold or be eligible for a Postgraduate Professional license with an endorsement as a Reading Specialist.
- Hold a license with a K-5 elementary education or 6-12 English endorsement
- At least five (5) years of successful full-time classroom teaching experience in which teaching reading was a responsibility.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge and Demonstration of:
 - Evidence-Based Literacy Instructional strategies through the Tier 1 classroom
 - English Standards of Learning skill progression and articulation
 - Literacy development, current theory and practices in reading and language arts instruction, and various assessment strategies
 - Standardized tests and the procedures in developing corrective strategies and intervention plans for diverse populations of students
 - Adult learning theory and change management practices
- Skills
 - Engage and facilitate PLC meeting progress and provide content-specific support for student learning
- Abilities
 - Support teacher learning of skill progression and standards unpacking
 - Actively manage time and duties effectively
 - Organize and perform work independently
 - Meet deadlines for all work, even when working on multiple projects
 - Show sustained effort and enthusiasm in the quality and quantity of work

WORKING CONDITIONS AND PHYSICAL REQUIREMENTS

- Work environment is primarily inside, with moderate noise, temperatures that are controlled, and no exposure to chemicals or other negative air quality elements.
- The work is light work, requiring exertion of up to 20 pounds of force to move or lift objects.
- The following physical and mental abilities are representative of those expected to complete the essential functions of the job: standing for prolonged periods; sitting for prolonged periods; moving the hands, wrists, or fingers repetitively; moving with force on the back or lower body repetitively; feeling, grasping, or holding objects by hand; identifying colors visually; identifying objects in low light or distant conditions; communicating via spoken language; communicating via written language; perceiving sounds; making decisions using logic and rational thinking.

To succeed in this job, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodations shall be made, as required by law, to enable individuals with disabilities to perform the primary job functions herein described.

Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description but which may be reasonably considered to be incidental in the performing of their duties, just as though they were actually written out in this job description.