

JOB DESCRIPTION

Title: Reading Specialist

Primary Function (Job Goal):

The Reading Specialist will provide expert instruction, assessment, and leadership for the reading program.

- Instruction—The reading specialist supports classroom teaching, and works collaboratively to implement a quality reading program
- Assessment—The reading specialist evaluates the literacy program in general, and can assess the reading strengths and needs of students and communicate these to classroom teachers, parents, and specialized personnel such as psychologists, special educators, or speech teachers
- Leadership—The reading specialist is a resource to other educators, parents, and the community.

Reports To: Building Principal

Supervisory Responsibilities: None

Qualifications:

1. ISBE Elementary (K-9) Certificate with Middle School endorsement as needed.
2. Masters Degree in Reading and Literacy with Type 10 Reading Specialist Certification.
3. Minimum of five (5) years of successful teaching experience at the middle school level.
4. Demonstrated success in implementing a literacy program for all readers, in particular those who struggle.
5. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

Performance Responsibilities (Essential Duties):

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, ability, physical demands and working conditions required of this position.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Demonstrate support for the Mission, Beliefs, and Goals of District 30-C.
2. Uphold the established Board of Education policies, regulations, and administrative procedures.
3. Communicate with colleagues, students, parents, administration, and the community as needed to meet professional standards.

4. Instruct students assigned to reading intervention groups using research-based best practices for struggling adolescent readers.
5. Assist in the development, implementation and coordination of the school's literacy intervention continuum of programs and services.
6. Provide assistance and in-class coaching (demonstration, side by side coaching and observation/feedback) to teachers.
7. Facilitate ongoing opportunities for teachers to meet share, reflect, train and problem solve around areas regarding reading instruction and delivery.
8. Oversee all informal and informal, diagnostic and progress monitoring assessment efforts including the training and support of those involved in administering assessments, the collection and posting of assessment data, the prompt desegregation and analysis of the data, and the program/instructional adjustments that occur due to such information.
9. Collaborate with and assist site administrators, site leadership team and district designated officials in the organization and coordination of the intervention service plan and its clear articulation into the overall site and district literacy plan.
10. Organize and facilitate district, building, and individual level professional development sessions as needed.
11. Attend meetings, serve on committees, and perform such other duties and assume other responsibilities as may be assigned by the Principal or his/her designee in accordance with the TEA contract and the Board of Education.

Terms of Employment: 190 Days

Evaluation: Performance of this job will be evaluated in accordance with the Board of Education's policy on Evaluation of Professional Personnel.

Employee Signature/Date

Supervisor Signature/Date

Copy to Employee and Supervisor