



READING SPECIALIST
(PreK-5 ELEMENTARY)

GENERAL RESPONSIBILITIES

Under the direction of the principal, the responsibilities of the position fall into two categories. As a teacher, the reading specialist is responsible for providing direct instruction to students, individually or in small groups, to enable students to develop literacy skills. As a literacy leader, the position is responsible for implementing a comprehensive literacy program at the assigned school through coaching, supporting, and guiding teachers in best practices for literacy instruction.

ESSENTIAL FUNCTIONS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

DIRECT INSTRUCTION OF STUDENTS

(No more than 50% of the reading specialist's time shall be devoted to this category.) Provide direct instruction in the areas of reading and writing for identified groups and individual students, with an emphasis on best practices aligned to the science of reading and current student achievement data.

LITERACY LEADER

(At least 50% of reading specialist's time shall be devoted to coaching to include, but not limited to, co-teaching, collaboration, facilitation of instructional strategies, modeling, observing, and providing feedback.) ☑ Identify literature for use in all content areas in support of the curriculum.

- Provide curriculum support and professional learning for training for all teachers and staff members that supports school division initiatives and the goals outlined in the school's Plan for Continuous Improvement.
- Collaborate with building administrator to discuss ongoing building needs and how to transfer professional learning from monthly literacy leader meetings to teachers and staff.
- Model and engage in coaching cycles using evidence based instructional methods in a variety of settings (whole group and small group) and provide follow-up support.
- Collaborate with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs
- Provide ongoing training and follow-up in the use of assessment tools, including those available via the division's learning management system.
- Select instructional materials to meet student needs.
- Participate in collaborative instructional planning aligned to the Teaching and Learning Framework and VBCPS curriculum.
- Assess students using a variety of measures to determine appropriate placement and specific instructional needs.
- Conduct classroom visitations and provides feedback to teachers and administrators on the effectiveness of reading and writing instruction.
- Serve as a liaison between the school and the Office of Elementary Teaching and Learning by attending meetings and PLPs, disseminating information in a timely manner.
- Maintain an organized system and accessible location for the storage and circulation of reading and writing materials.
- Maintain a comprehensive inventory of instructional materials and resources.
- Assist with the planning and delivery of parent workshops and informational sessions involving the language arts program.
- Provide effective instructional strategies intended to target specific student need when participating in Student Response Team (SRT) meetings and/or parent conferences.
- Remain grounded in content pedagogy, standards, and objectives in order to facilitate integrated and concept-based instruction.
- Perform other duties as assigned.



KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of VBCPS curriculum and techniques for integrating curriculum, VBCPS policies and effective instructional practices; knowledge of the needs of students requiring reading and writing intervention; thorough understanding of the teaching and learning process; ability to provide instruction that reflects multiple perspectives and multicultural education; ability to purposefully infuse technology into curriculum; ability to guide and train teachers in effective techniques and strategies; ability to work effectively with administrators, colleagues, central office, school based staff, students, parents and community; ability to use diagnostic data to tailor instruction to meet the needs of the student(s); excellent organizational, communication, and human relations skills.

EDUCATION AND EXPERIENCE

Required:

Master's degree and eligible for a Virginia Teaching License with an endorsement as a Reading Specialist.
Three (3) years of successful classroom teaching experience in which the teaching of reading was the primary responsibility.

Preferred:

A comparable amount of training and experience maybe substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and kneeling. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.

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

SPECIAL REQUIREMENTS

Possession of a valid driver's license.
Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description:2/11, 7/20
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