

Litchfield School District - SAU 27

POSITION TITLE: *Reading Specialist*

Job Description Approved By: *Litchfield School Board*

Date: *9/20/2017*

General Purpose: The Reading Specialist is responsible for the education of each assigned student and for working with students, parents, other teachers, and staff toward achieving the goals set forth in the Litchfield School District mission.

Reports to: Principal

Supervises: N/A

POSITION DUTIES AND RESPONSIBILITIES:

Except as specifically noted, the following functions are considered essential to this position:

Instruction:

- Provides direct instruction to individuals or small groups.
- Co- teaches with classroom teachers.
- Provides instructional guidance to teachers, tutors and paraprofessionals who provide reading instruction and/or support for students.
- Observe students in the classroom in order to provide guidance for direct instruction.

Assessment:

- Administers benchmarking, curriculum-based, or informal reading assessments to identify individual students' strengths and areas of needs such as, Level Literacy Intervention, etc. Be prepared to share this information, including written documentation.
- Administers formal reading assessments, including diagnostic assessments to identify individual students' strengths and areas of needs; be prepared to share this information, including written documentation.
- Assists and/or coordinate school wide reading assessments.
- Assists with data analysis of school wide standardized reading assessments.
- Trains other professionals on how to administer assessment tools and interpret results.

Collaboration:

- Participates in reading committees, initiatives and activities throughout the school.
- Consults with special educators and paraprofessionals, individually or in group meetings, (Such as provide suggestions for student specific interventions, accommodations, materials etc.)
- Coordinates reading programing with other reading teachers and reading specialists.
- Assists teachers and paraprofessionals in the selection and use of materials appropriate for each student's growth and development.
- Attends grade level team meetings.
- Coordinates the reading program budget.
- Coordinates and maintains current language arts book inventory.

Teacher Duties:

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students, and encourages mutual respect and effective learning.
- Plans lessons that employ a variety of instructional techniques that, when implemented, meet the needs and capabilities of the individuals or student groups involved.

- Utilizes district curriculum goals and objectives to write comprehensive lesson plans designed to meet the learning needs of all students.
- Uses a variety of audio, visual, manipulative, and technological materials and resources to support the district's curriculum.
- Understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development.
- Identifies possible causes of student behavior and deals with the behavior constructively and according to School Board policy.
- Assesses student for the purpose of providing feedback to students, parents, and administration regarding students' progress, expectations, goals, etc.
- Utilizes data from standardized tests and a variety of formal and informal assessments to drive instruction.
- Maintains maximum supervision of assigned students at all times and encourages students to set and maintain standards of classroom behavior.
- Strives to implement by instruction and action the Litchfield School District's philosophy of education and instructional goals and objectives.
- Makes referrals to district specialists about students who exhibit signs of educational handicapping conditions.
- Implements accommodations and modifications as listed on Individual Education Plan (IEP), 504 plans, and developed at collaborative assistance teams and child study.
- Maintains accurate, complete, and correct records as required by law, district policy, and administration regulation.
- Participates in various meetings (e.g. parent conferences, in-service training, faculty meetings) for the purpose of receiving and/or providing information and/or meeting credential requirements.
- Participates in curriculum construction and revision and cooperates with other members of the staff in planning instructional goals, objectives, and methods.
- Contributes to the quality, positive culture, and effectiveness of the school and district by working individually and/or collaboratively with others.
- Maintains open lines of communication with parents in order to provide parents with information that will serve the best interests of students, and exercises discretion with information received from parents.
- Participates as a team member on special education Individual Education Plan (IEP) meeting team as requested and to implement individual education plans as required.
- Maintains state certification through approved professional development activities.
- Follows District policies, procedures, goals, and approved curriculum for content areas.

This job description is not intended to be all inclusive, and employees will also perform other tasks and assume other responsibilities as assigned by supervisor(s).

Evaluation: Evaluation will be based on ability and effectiveness in carrying out the responsibilities of the position as defined. Performance will be reviewed by Administrators in cooperation with the Superintendent and in accordance with School Board policy and the Litchfield School District Professional Educator Evaluation Plan.

TERMS OF EMPLOYMENT: Days contracted per the master agreement; exempt

MINIMUM QUALIFICATIONS:

Education and Experience:

- Master's Degree in Literacy or related field
- 3 years of classroom teaching

Necessary Knowledge, Skills and Abilities:

- Knowledge of child and adolescent development
- Knowledge of testing instruments and their application to the academic setting
- Knowledge of research based instructional interventions
- Knowledge of the major components of reading instruction and curriculum
- Ability to understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies and their role in fluent reading
- Ability to select and implement instructional approaches that use evidence-based rationale, consider student needs and support classroom teachers
- Ability to use a wide range of evidence-based curriculum materials, including structured literacy approaches effective in reading for struggling reluctant readers
- Ability to collaborate with professionals, parents, and community
- Awareness of NH Administrative Rules and Regulations

LICENSURE AND CERTIFICATION REQUIREMENTS:

- State of New Hampshire Certification (or eligible for New Hampshire certification)

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:

(Not, Rarely, Occasionally, or Frequently Required)

1. Lift up to 10 lbs:	Occasionally required
2. Lift 11 to 25 lbs:	Occasionally required
3. Lift 25 to 50 lbs:	Rarely required
4. Lift over 50 lbs:	Not required
5. Carry up to 10 lbs:	Occasionally required
6. Carry 11 to 25 lbs:	Occasionally required
7. Carry 26 to 50 lbs:	Rarely required
8. Carry over 50 lbs:	Not required
9. Reach above shoulder height:	Occasionally required
10. Reach at shoulder height:	Occasionally required
11. Reach below shoulder height:	Occasionally required
12. Push/Pull:	Occasionally required

Hand Manipulation:

(Not, Rarely, Occasionally, or Frequently Required)

1. Grasping:	Frequently required
2. Handling:	Frequently required
3. Torquing:	Not required
4. Fine Manipulation:	Frequently required
5. Controls and Equipment:	Computer, telephone, copy and FAX machine, 2-way radio, calculator, LCD Projector

Other Physical Consideration:

(Not, Rarely, Occasionally, or Frequently Required)

1. Twisting:	Occasionally required
2. Bending:	Occasionally required
3. Crawling:	Not required
4. Squatting:	Rarely required
5. Kneeling:	Rarely required
6. Crouching:	Rarely required
7. Climbing:	Not required
8. Balancing:	Rarely required

Work Surface(s):

Standard office desk and chair. Carpeted and tile floors.

During the Work Day, Employee is Required to:

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
Sit	1	<u>2</u>	3	4	5	6	7	8	1	2	3	<u>4</u>	5	6	7	8
Stand	1	<u>2</u>	3	4	5	6	7	8	1	2	3	<u>4</u>	5	6	7	8
Walk	1	<u>2</u>	3	4	5	6	7	8	1	2	3	<u>4</u>	5	6	7	8

Work Performed: **Inside: 100%**
 Outside: Up to 5%

Cognitive and Sensory Requirement(s):

1. Talking:	Necessary for communicating with others.
2. Hearing:	Necessary for receiving instructions and inquiries.
3. Sight:	Necessary for doing job effectively and correctly.
4. Tasting and Smelling:	Not Required

Other Training, Skills and Experience Requirements:

Ability to work with staff, students, parents, and the community.

Summary of Occupational Exposures:

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit and stand as needed.

Applicants will be subjected to a criminal background check required by state law.