



Job Title: Reading Specialist-Title I
Paid 100% out of Title I,
Part A Funds

Wage/Hour Status: Exempt/187 Days

Reports To: Principal

Pay Grade:

Dept. /School: Assigned Campus

Date Revised: 09/19/2011

Primary Purpose:

Serves as intervention specialist for struggling readers, which will include students with dyslexia. Assists teachers with instructional methodologies.

Qualifications:

Education/Certification:

1. Master's degree REQUIRED; a degree in Reading or Education with a specialization is PREFERRED.
2. Must have completed at least one of the following:
 - Master Reading Teacher (MRT) certification, *or*
 - Reading Specialist Teacher certification, *or*
 - Academic Language Therapist certification, *or*
 - Reading Recovery certification, *or*
 - 18 hours of college reading coursework.
3. Meets Federal Highly Qualified Definition

Special Knowledge/Skills:

Knowledge of curriculum and instruction framework for reading; ability to organize and coordinate district initiatives and programs for special needs of students; knowledge of Response to Intervention (RTI), Section 504 and SpEd processes and implementation protocol; strong communication and team-building skills; ability to deliver professional development to teachers; knowledge of applicable laws, rules, policies, and Title I grant requirements; ability to interact positively with students, parents, and educators; ability to use technology in the Title I instructional program

Experience:

Minimum three (3) years experience as a teacher required in associated grade level(s), i.e., Elementary PK-4; Intermediate, 5-6; Middle, 7-8. Successful experience working with at-risk students, English Language Learners, or students from poverty preferred

Major Responsibilities and Duties:

Program Management and Instructional Strategies:

1. Attend scheduled meetings with ELA Program Coordinators.

2. Attend staff development, disseminate information and serve as a trainer of teachers during District workshops.
3. Participate in staff development to maintain professional competence and to ensure compliance with Federal and State guidelines regarding Title I services. Share such information with staff as appropriate.
4. Model reading lessons, strategies and effective classroom management.
5. Develop and implement lesson plans that fulfill the requirements of a set curriculum program and show written evidence of preparation. This program will be different from the curriculum in the traditional reading class.
6. Prepare lessons that reflect accommodations for differences in student learning styles that have a history of struggling in reading.
7. Help students analyze and improve study methods and habits.
8. Meet with teachers on a regular basis to document Response to Intervention and Accelerated Reading strategies and processes being used with struggling students.
9. Implement reading and writing interventions beyond what is done in the classroom.
10. Serve on District committees to update/revise curriculum content and guides.
11. Conduct ongoing assessments of student achievement through formal and informal testing.
12. Analyze student data to determine appropriate and effective intervention.
13. Assist in selection of books, equipment, and other instructional materials in accordance with federal allowable expenses.
14. Use technology to accelerate reading development of struggling reading students.
15. Manage student behavior in accordance with *Student Code of Conduct* and student handbook.

Campus Planning and Communication:

16. Work cooperatively with teachers, parents, speech therapist, and other personnel regarding individual student needs
17. Conduct conferences with parents, students, principals, and teachers, as necessary.
18. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
19. Establish and implement Title I parent involvement activities as part of the Reading program or overall Schoolwide Title I program.
20. Interpret the school's Title I program to parents in order to strengthen parental understanding of the student's needs and the school's role in meeting those needs.
21. Assist campus leadership in conducting needs assessment and campus planning in the area of overall student achievement in Reading.
22. Ensure progress toward meeting campus goals for student performance in reading.
23. Be a positive role model for students; support mission of school district.
24. Use effective communication skills to present information accurately and clearly.
25. Other duties as assigned.

Supervisory Responsibilities:

None

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Some District-wide travel.

NOTE: The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, or skills that may be required.