



## Job Title: Specialist, Reading

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 310650

JDE: S-11.19

### MAJOR FUNCTION:

Provide expertise and support to staff and parents for the purpose of improving student reading and oral and written language performance.

### MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited institution.
- Three (3) years of Highly Effective/Effective classroom teaching experience.
- Reading certification desirable or specialization in a related area of study; must be willing to work toward reading certification.
- Proven experience successfully managing business/department functions and staff preferred.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

### KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of the major theories of language development, cognition, and learning and the ability to use these theories to implement a well-planned and comprehensive reading and written language program.
- Knowledge of current research about the nature and purposes of reading, oral and written language, and about widely used approaches to reading and oral and written language instruction.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to design and deliver professional teacher and parent development opportunities and programs.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.

### REPORTS TO:

Principal or Designated Administrator

### ESSENTIAL JOB FUNCTIONS:

- Provide in-depth diagnostic assessments for students referred for reading and oral and/or written language deficiencies.
- Coordinate the development of an academic improvement plan for students identified as having substantial reading and oral and/or written language deficiencies.
- Assist teachers in developing and implementing appropriate reading and oral and/or written language acceleration strategies.
- Design, select, modify, and evaluate materials that reflect curriculum goals, current knowledge, and interests, motivation, and needs of individual learners.
- Conference quarterly with teachers and parents in order to monitor student progress in reading and oral and/or written language.
- Coordinate and provide special reading and oral and/or written language instruction as prescribed in the academic improvement plan.
- Work with the principal and assistant principal to develop a teaching schedule that will include intensive reading assistance when deemed appropriate in the academic improvement plan.
- Use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and multiple other indicators of students' progress to improve instruction and student learning.
- Conduct assessment of multiple indicators of learner progress, taking into account the context of teaching and learning, and collaboratively assist teachers in developing instructional strategies.
- Involve parents in cooperative efforts and programs to help students with reading and oral and/or written language development.



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- Utilize and support the use of a wide variety of print throughout the curriculum, including high-quality children's and adolescent literature and diverse expository materials appropriate to the age and developmental level of learners.
- Design and deliver professional development opportunities.
- Share knowledge, collaborate, and teach with colleagues and parents.
- Work with school administrators and staff to accomplish the reading-related goals of the School Improvement Plan.

### OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

### EXERTION TYPE:

- Medium work. Position requires exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

### OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> <b>Balancing</b>	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	30%
<input checked="" type="checkbox"/> <b>Climbing</b>	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> <b>Crawling</b>	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> <b>Crouching</b>	Bending the body downward and forward by bending leg and spine.	40%
<input checked="" type="checkbox"/> <b>Feeling</b>	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> <b>Finger Dexterity</b>	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> <b>Grasping</b>	Applying pressure to an object with the fingers and palm.	40%
<input checked="" type="checkbox"/> <b>Hearing</b>	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> <b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> <b>Lifting</b>	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	40%



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<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	30%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	30%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	40%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	60%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	30%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

**TERMS OF EMPLOYMENT:** Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

**DAYS PER YEAR:** 196

**FLSA STATUS:** Exempt

**BARGAINING UNIT:** TALC

**WORKER'S COMP. CATEGORY:** 8868 – School Professionals

**BOARD ADOPTION:** 5-19-98

**REVISED:** 11-7-18, 1-26-21

**REVIEWED:** COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.