



## ARI-FUNDED SCHOOL READING SPECIALIST JOB DESCRIPTION 2016-2017

The Alabama Reading Initiative (ARI) funded school reading specialist for Tier II support will have responsibilities for coordinating efforts in the school where funds have been allocated to support third grade teachers. It is an Alabama State Department of Education (ALSDE) priority that every student read on grade level by third grade.

The research is clear that a highly skilled teacher is the single most important factor in the reading achievement of students. Therefore, the role of the school-level reading specialist as outlined in this job description will be to function solely as a reading specialist and coaching partner with third grade teachers. Additionally, a proportional amount of the school reading specialist's time as determined by careful data analysis will be dedicated to working with third grade students with greatest needs in reading achievement.

We are confident that this job description offers an opportunity to provide effective support that will increase educator effectiveness and result in students possessing the reading skills necessary to become grade-level readers by third grade.

**PURPOSE:** Impact student learning by improving teacher practice so that all students are reading on or above grade level by third grade. *Focused support in third grade reading is the state-wide priority.*

**CREDENTIALS of ARI Reading Specialists:** ARI-funded school reading specialists must possess at a minimum the required certification for elementary classroom teachers. School reading specialists must have had a minimum of three years' successful reading teaching experience as demonstrated by state/district school assessments. It is highly preferred that this experience includes success with struggling readers in Grades K-3. School reading specialists must also:

- Demonstrate depth of reading and literacy experience in the critical areas of beginning/foundational reading (Phonological and Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Reading/Writing Connection)
- Display exceptional abilities to work with both adults and students
- Exhibit strength in professionalism and in communication skills
- Demonstrate characteristics of an on-going learner

**SELECTION:** ARI-funded school reading specialists who match this job description will be selected according to the hiring policies of the district.

**SUPERVISOR/SUPPORT:** The district determines the supervision of the ARI-funded school reading specialists. The ARI will provide regular support in the school and during required professional development meetings to enhance the knowledge and skills necessary to fulfill the job description. The district and ARI regional and ALSDE staff will assure adherence to this job description with this contract.

**EMPLOYMENT TERMS:** A minimum of a nine-month contract is recommended in order to fulfill this job description.

**GENERAL DUTIES:** In order to ensure that all third grade students are reading on or above grade level, the duties of the ARI-funded school reading specialists will be to spend full school days:

- Coaching teachers in classrooms each day during reading instruction.
- Equipping teachers with the knowledge and skills necessary to help third grade students achieve grade-level reading or above.
- Working side by side with teachers to successfully implement lessons so that all students are reading on or above grade level by third grade.
- Providing daily, targeted intervention to struggling third grade students.
- Collaborating with administrators and third grade teachers to analyze and to utilize formative data that will inform instructional decisions/practices to change student performance trajectories.
- Implementing district reading plans and the *2015 Revised Alabama Course of Study: English Language Arts*.
- Implementing *Alabama's Plan 2020*.

### **Support Alabama's Professionals**

- **Adhere** consistently to an LEA-/ARI-approved schedule that includes time in pre-planned, daily coaching cycles with teachers and daily intervention instruction with at least one group of struggling readers so that reading goals are achieved.
- **Demonstrate** increasing expertise in research-based reading instruction appropriate to Grade K-3 Foundations, Reading, Speaking & Listening, and Writing Standards in order to impact the goal of students performing at or above grade level in reading by the end of third grade.
- **Plan and/or facilitate** professional learning opportunities that will assist teachers in: targeting student reading deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; or identifying next learning steps in order to achieve state, district, and school third grade reading goals.
- **Participate** actively and cooperatively in all ARI regional support visits and trainings in order to meet agreed-upon personal outcomes and all school-, state-, and district-established reading goals for third grade. Actively seek help and support to grow in knowledge, skills, and expertise in reading.
- **Model** exemplary work ethic by actively coaching teachers, teaching struggling readers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built and efficacy is achieved.

### **Support Alabama's Learners**

- **Coach** teachers in instruction of students for all tiers of reading in order to reach the goal of students performing at or above grade level in reading by the end of third grade.
- **Assist** school administrators and teachers in analyzing and utilizing assessment data in all tiers of reading instruction and making decisions that will increase the reading skills in students in Grades K-3 so that the goal of students performing at or above grade level in reading by the end of third grade is achieved.
- **Assist** school administrators and teachers in implementing, strengthening, supporting, and organizing reading instruction and reading intervention efforts so that third grade reading data will dramatically improve.
- **Reflect** on personal coaching practices to evaluate personal impact on changing outcomes for third grade students in grade-level reading achievement goals.

### **Support Alabama's Schools and Systems**

- **Motivate** teachers to achieve the goal of all students reading on grade level by the end of third grade in order to build teacher capacity and efficacy related to reading outcomes.
- **Exhibit** winsome human relations skills that will encourage professionals toward continuous growth in their own learning and challenge students toward ever-increasing levels of academic achievement.
- **Plan** regularly with school, district, and regional support staff and ALSDE staff in order to reach goal of all students reading on grade level by third grade.