

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

ELEMENTARY READING PROGRAM SPECIALIST

QUALIFICATIONS:

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Florida certification in Elementary Education (K-6), Reading (K-12) or Reading Endorsement (K-12).
- (3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic. Extensive knowledge of the five components of reading and how they contribute to literacy development.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide additional support for the administration of the School Improvement Grant, specifically to coordinate external providers; collect and report data required by the site, district, state, and United States Department of Education; assist administrators and instructional coaches with management of resources and human capital provided by the School Improvement Grant; monitor the school's progress toward meeting School Improvement Grant goals; ensure the school site fully implements all required components of the School Improvement Grant application and the Turnaround Model or Transformation Model.

SUPERVISES:

Instructional Coaches at designated School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

ELEMENTARY READING PROGRAM SPECIALIST (Continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Provide site-based training in conducting and participating in professional learning communities.
- * (2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- * (3) Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
- * (4) Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
- * (5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- * (6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- * (7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- * (8) Facilitate the integration of reading skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- * (9) Serve as a member of school literacy leadership teams.
- * (10) Provide community and parent training in embedding literacy instruction in the home.
- * (11) Develop a written plan for each School Improvement Grant school.
- * (12) Develop a professional development program linked to reading for each School Improvement Grant school.
- * (13) Provide continual support to classroom teachers and principals according to each school's written intervention plan.
- * (14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- * (15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- * (16) Identify potential problems and issues and take appropriate action to address them.
- * (17) Facilitate problem-solving by individuals and groups.
- * (18) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- * (19) Model high standards of professional conduct.

System Support

- * (20) Serve on special task forces and advisory groups.
- * (21) Support instructional initiatives required to support improved academic achievement.
- * (22) Participate in cooperative long-range planning with School Improvement Planning teams.
- * (23) Serve as a liaison between the principal and the Turnaround Office.
- * (24) Facilitate the collaboration between teachers, teams, and parents.

ELEMENTARY READING PROGRAM SPECIALIST (Continued)

- *(25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Worksite Service Standards

- *(26) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- *(27) Develop leadership in subordinates.
- *(28) Assist in the administration and interpretation of reading progress monitoring and diagnostics and keep accurate records of the scores.
- *(29) Assist in formal and informal assessments and interpretation of the results.
- *(30) Assist in the review of student reading portfolios.
- *(31) Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- *(32) Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- *(33) Perform other duties as assigned.

*Essential Performance Responsibilities