



Mobile County

PUBLIC SCHOOLS

Job Description Title – ALABAMA READING INITIATIVE (ARI) READING SPECIALIST

SUPERVISED BY/REPORTS TO: Principal or the Central Office Supervisor of the ARI Reading Specialists or their designee.

FLSA Designation: Exempt

QUALIFICATIONS:

- A. Must have a valid Alabama Teaching Certificate in Elementary Education, Reading, or Special Education (K-12).
- B. Must have a bachelor's degree and advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the Alabama State Board of Education.
- C. Must have previous experience as a classroom teacher in Elementary grades (minimum of 2 years).
- D. Must have knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, dyslexia specific interventions, and data analysis.
- E. Must have a strong knowledge base in the science of learning to read and the science of early childhood education.
- F. Must have excellent communication skills with outstanding presentation, interpersonal, and time management skills.
- G. Must possess a high level of integrity and commitment to job responsibilities.
- H. Must possess knowledge of literacy content and learning theory.
- I. Must have the ability to meet suitability criteria for employment and/or certification/licensure under the Alabama Child Protection Act of 1999 and Act No. 2002-457.
- J. Must be punctual and maintain regular attendance.
- K. Must possess and maintain a valid Driver's License, have reliable transportation, and appropriate insurance.

LANGUAGE SKILLS:

Ability to communicate fluently in English, both verbally and in writing. Ability to effectively present information and respond effectively to questions in one-on-one and small group situations to students, parents, and other school staff. Ability to verbally respond to common inquiries from students and teachers. Ability to read and interpret documents such as the Alabama Course of Study, safety rules, operating and maintenance instructions, procedure manuals, governmental regulations, professional journals, and any other instructional documents deemed necessary to carry out the requirements of the job. Ability to write routine reports and correspondence that conform to prescribed style and format.

INTERPERSONAL SKILLS:

Works well with and respects others from diverse backgrounds and cultures. Focuses on solving conflict, maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas, and contributing to building a positive team spirit. Ability to effectively present information and respond effectively to

questions in one-on-one situations and promotes positive interactions with other faculty members and stakeholders. Teachers should be sure that all their social media accounts are professional and appropriate. Does not project personal beliefs or biases onto students or faculty members.

REASONING ABILITY:

Ability to plan, organize, develop, and conduct a comprehensive teaching and instruction program in the visual arts course being taught for students in the district. Ability to identify and define problems, collect data, establish facts, and draw valid conclusions.

COMPUTER SKILLS:

General knowledge of computer usage and ability to use email, internet software, and word processing software. Must learn other software used by the district, i.e., PowerSchool, Schoology etc. Must be able to develop and/or facilitate an online course.

PERFORMANCE RESPONSIBILITIES AND ESSENTIAL DUTIES:

The performance responsibilities and essential duties described here are representative of the knowledge, skill, and/or ability required to do the job. An employee must meet these to perform the essential functions of this job successfully and satisfactorily.

The applicant must be able to ensure that all students are reading on or above grade level by the end of third grade, the job of the ARI-funded local reading specialist(s) outlined in the Alabama Literacy Act includes the following as evidenced by student reading achievement and growth:

1. Collaborates with the school principal to create a strategic plan of coaching to support and measure the impact of reading instruction according to the science of reading, school baseline data, and data from approved early reading assessment systems.
2. Facilitates school wide professional development, and monitoring and measuring the impact of transfer to practice.
3. Models effective science of reading instruction for teachers that is explicit, systemic, inclusive of detailed explanations and more extensive opportunities for guided practice, error correction, and feedback.
4. Coaches and mentors teachers daily via planned coaching cycles based on data and gradually releasing responsibility to teachers.
5. Facilitates data analysis discussions and supporting teachers by using data to differentiate instruction according to the needs of students by adhering to the framework of tiered instruction.
6. Fosters multiple areas of teacher professional learning, including exceptional student education and content area knowledge, and adjusting based on data.
7. Prioritizes time for those teachers, activities, and roles that will give the greatest impact on student reading achievement, such as coaching and mentoring in classrooms, as evidenced by coaching logs, student impact data, and site visit data.
8. Monitors the reading progress of all students a minimum of three times per year and make recommendations for the adjustment of instruction according to student specific needs identified from multiple data points and aligned with the science of reading as specified in the strategic plan for coaching.
9. Incorporates and models appropriate use of technology to support instruction and student learning.
10. Facilitates professional development by creating an environment in which all adults grow as learners for the purpose of promoting the success, achievement, and growth of all students.
11. Demonstrates ability to analyze instruction and prioritize needs to determine next steps for teachers.

*Source: ARI Memorandum of Understanding from ALSDE

OTHER DUTIES:

1. Attends appropriate conferences, workshops, and meetings to keep informed of current best practices and trends in education.
2. Attends meetings of the PTA or PTO, and other meetings as beyond the regular workday.
3. Performs other related duties as may be assigned by the supervising Central Office Administrator.

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job:

The employee is regularly required to speak and listen. The employee is frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms using a keyboard and video display terminal. The teacher is occasionally required to stoop, kneel, or squat. The teacher may be on their feet standing for over an hour. The teacher may regularly lift and/or move 10 pounds and occasionally may lift up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to focus, and peripheral vision.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Works in a classroom setting. The noise level is usually low to moderate but occasionally high depending on classroom activities. The employee is occasionally exposed to wet or humid conditions and/or outdoor weather conditions. The employee may be exposed to bloodborne pathogens. Outside carpool and traffic duty may occasionally be required. Occasional district-wide travel to multiple campuses and the Central Office is required.

EVALUATION

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Certified Employees. Evaluation will be conducted by the building principal, and the Central Office Supervisor of the ARI Reading Specialists.

TERMS OF EMPLOYMENT

Placement of this position may be in an individual school or shared between two or three schools. Work periods are 9-months (187 days) 7 hours per day usually Monday through Friday. Daily work schedule will be determined by the Principal, or by the Central Office Administrator for the ARI Reading Specialists or their designee. Work assignments and schedules are subject to change. At Will Employee subject to the Students First Act of 2011 and other applicable state and federal laws.

SALARY

See current Salary Schedule on Human Resources Webpage.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Mobile County Board of Education Division of Human Resources reserves the right to amend the job description as needed, without notice.

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER and does not discriminate based on age, race, color, sex, sexual orientation, religious preference, marital status, disability, national origin, or any other reason prohibited by state or federal law. Employees of the District are required to comply with the provisions of Title VII of the Civil Rights Act and Title IX of the 1972 Educational Amendments.