

WARREN COUNTY PUBLIC SCHOOLS

210 North Commerce Avenue Front Royal, Virginia 22630

Phone (540) 635-2171

VLA Reading Specialist Position Description

LOCATION: Various Schools

JOB CATEGORY: Professional

PAY GRADE: Grade 1-5

FSLA: Exempt

IMMEDIATE SUPERVISOR: Building Administrator(s)

GENERAL DEFINITION AND CONDITIONS OF WORK

The VLA Reading Specialist plays a critical role, in consultation with classroom teachers, to coordinate and oversee intervention for students not meeting literacy benchmarks. The Reading Specialist, in collaboration with the teacher of any student who receives reading intervention services, shall develop, oversee implementation of, and monitor student progress on a student reading plan. This specialist will be involved in coaching teachers as they implement EBLI (Evidence-based Literacy Instruction). Work with general supervision across multiple locations. Limited supervision may be exercised over assigned paraprofessionals.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Maintain and respect confidentiality of student and school personnel information.
- Assess the reading strengths and needs of students, provide that information to parents and educational staff, and use the results to plan and implement an effective reading intervention program for the students.
- Examine the use of data from literacy assessments.
- Lead professional development in literacy both EBLI and SBRR (Science-based reading research), provide information on literacy methodology, model strategies or techniques, conduct demonstration or collaborative lessons, and coach or mentor.
- Oversee the writing of student reading plans and closely monitor the progress of students.
- Maintain appropriate assessment and evaluation documentation for institutional and individual reporting purposes.
- Use the curriculum of the district, including those resources approved for remediation purposes, to develop individualized student reading plans.
- Serve as a resource to content area teachers in identifying reading needs, adapting instructional techniques, and selecting appropriate materials for their disciplines.
- Complete reports, collect data, and provide information for program monitoring as needed.
- Manage classroom procedures to maximize academic learning time.
- Establish and maintain positive rapport with students and staff.
- Motivate students to achieve maximum potential.

- Create a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Report any pertinent information to the building administrators in case of child endangerment, neglect, or abuse.
- Use effective verbal, nonverbal, and media communication techniques to foster positive interactions in the schools.
- Work collaboratively with staff, families, and community resources to support the success of a diverse student population.
- Model professional, moral, and ethical standards as well as personal integrity in all interactions.
- Take responsibility for and participates in a meaningful and continuous process of professional development.
- Maintain licensure at the state and/or national level; assumes responsibility for professional growth and keeps materials, supplies, and skills up-to-date.
- Work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.
- Provide service to the profession, the division, and the community.
- Comply with and supports school and division regulations and policies.
- Maintain proper boundaries with students at all times, assuring respect for the ethical and legal duties in the staff-student relationship and the essential duty to serve as a role model.
- Provide a good role model of an education professional in appearance, demeanor, dress and behavior.
- Communicate with students, student counselors and parents through conferences and other means.
- Participate in curriculum development, faculty committees, and student activity sponsorship as requested.
- Assume responsibilities outside the classroom as they relate to school.
- Model non-discriminatory practices in all activities.
- Perform related duties as assigned by the building administrator(s) in accordance with the school/division policies and practices.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of reading strategies and skills (EBLI and SBRR); thorough knowledge of principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of school division rules, regulations and procedures; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with staff, students and parents..

EDUCATION AND EXPERIENCE

Candidate must be a graduate of an accredited college or university and possess or be eligible to acquire a valid Virginia teaching license with a Reading Specialist endorsement. Candidates must possess demonstrated leadership qualities and personal characteristics necessary for working effectively with students, staff, administrators and parents.

SPECIAL REQUIREMENTS

Candidate must possess good moral character and is expected to be a role model, in and out of the school.

PHYSICAL DEMANDS/REQUIREMENTS

Duties performed typically in school settings to include: classrooms, gymnasium, cafeteria; auditorium; and recreational areas. Frequent walking, standing, stooping, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 40 pounds may be required.

Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administration, and parents is required. Frequent contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities by building administrator(s).