Sparta Area School District

Article 243 - Specifications for Reading Specialist

QUALIFICATIONS:

1. 317 Wisconsin Teaching License or equivalent
2. Successful teaching experience in reading and language arts
3. Training and experience with RtI
4. Ability to work effectively with students and adults

REPORTS TO:

Building Principal

The Building Principal should communicate problems or concerns to the Director of Instruction and the Director of Pupil Service (Title I Coordinator).

SUPERVISION/EVALUATION:

The primary supervisor is the Building Principal. Performance of this job will be evaluated in accordance with provisions of Sparta Administrative Rule.

JOB GOALS:

1. Improve student achievement in the areas of reading and language arts
2. Improve the ability of staff to deliver high quality reading and language arts instruction.

PERFORMANCE RESPONSIBILITIES:

This is a specific set of tasks that are representative of most frequently anticipated responsibilities. These should not be interpreted as the only responsibilities performed.

1. Serve as a leader at the building and District levels in reading and language arts instruction.
2. Work with students and teachers to develop and practice strategies to improve reading and/or language arts at the individual and classroom level.
3. Collaborate with teachers in developing interventions and progress monitoring assessments as part of District's efforts with RtI for our at-risk students.
4. Provide continuous and systematic procedures and opportunities for professional growth in the area of reading and language arts for classroom teachers (e.g., through demonstrations, inservices, courses, workshops, seminars, and conference reports).
5. Provide for his/her own professional growth by attending demonstrations, inservice, courses, workshops, seminars, conferences etc. as approved by the District Administrator.
6. Consult frequently with classroom teachers on matters relating to reading instruction.

7. Assist the building principal and other administrators and/or supervisors in implementing the school reading/language arts program.

8. Orient beginning teachers and school aides as to the philosophy, procedures and materials for the school reading program.

9. Help teachers diagnose reading strengths and weaknesses and match these skills with appropriate instructional techniques and materials.

10. Keep school staff informed as to new developments in reading pedagogy.

11. Assist teachers in differentiating instruction.

12. Assist teachers in integrating curricula and utilizing interactive technology.

13. Monitor, analyze and make recommendations to the principal and staff involving materials, instructional methodologies and staff development needs as might be indicated by student assessment results individually, by grade level and schoolwide assessments e.g. District Assessment Calendar assessments, MAP Assessments and WKCE Assessments specifically in the area of reading.

DISTRICT READING COORDINATOR

A Reading Specialist will be assigned to serve as the District’s Reading Coordinator. They will also have the following responsibilities.

1. Keep the community informed as to the purposes and progress of the reading program.

2. Monitor, maintain and provide records for the 10 components required by the NCLB and School-wide Title I programming.

3. Assist with the professional development needs of the reading specialists.

4. Serve as the chair of the District’s Reading and Language Arts Curriculum Committee.

5. Collaborate with the Homeless Coordinator to address the needs of homeless students and to get information for Title reports.

6. Understand, maintain and coordinate required annual paperwork that includes parent communication, communication with parochial programs, end-of-year reports and Title applications.

Legal Reference:

Cross Reference:

Approved: August 25, 2009

Revised