

## SOUTHERN COLUMBIA AREASCHOOL DISTRICT

**POSITION:**

**LITERACY SPECIALIST**

**POSITION GOAL:**

Works collaboratively with classroom teachers to implement a literacy program that meets the needs of all students. To that end, the literacy specialist provides instruction to students, assesses student progress, and serves as a resource to instructional staff.

**TERMS OF EMPLOYMENT:**

Terms of employment in accordance with the Teacher Contract with salary and benefits defined by collective bargaining agreement.

**REPORTS TO:**

Director of Curriculum, Instruction and Assessment and Elementary Principal.

*PERFORMANCE RESPONSIBILITIES:*

*Instruction*

1. Serve as a resource to promote student growth in learning reading and writing and teacher growth in teaching reading and writing.
2. Act primarily as a reading and writing instructor for students.
3. Create and provide developmentally appropriate reading and writing instruction in individual and/or small group instruction to meet the needs of students.
4. Use real world books and materials to engage students in applying reading and writing knowledge and practice.
5. Design formative and summative assessments to match learning objectives; Use a variety of student data to evaluate and assess student, teacher, and school needs in literacy.
6. Works collaboratively with teachers to implement a quality literacy program that is research-based and differentiated for student needs.

*Library Services*

1. Responsible for oversight of district-wide library services.
2. Provide instruction regarding information literacy and research and maintain current knowledge and practices regarding information literacy required by state and professional associations.
3. Locate resources for students and teachers to support instructional improvement and keep an inventory of instructional and professional materials to be housed in the G.C. Hartman and HS/MS libraries.
4. Oversee purchasing of new materials.
5. Supervise weeding of outdated materials and inventory.

### *Coaching*

1. Collaborate with teachers in the development and modification of instructional units and lessons and teach units as requested.
2. Engage teachers in learning new instructional skills and students in acquiring new knowledge and skills.
3. Share expertise with staff including teaching model lessons, modeling instructional strategies, providing individual and/or team consults, examining student work, presenting workshops, and facilitating study groups.
4. Share expertise with staff on the design, implementation, and analysis of student assessments to guide instruction and improve school program and student learning.
5. Helps design and participates in school and/or district professional development activities to improve reading and writing.
6. Train support staff when applicable.
7. Helps design and participates in parent and family workshops to enhance reading and writing at home and school. Provide supplemental instructional materials to improve student learning. Collaborate with families, teachers, and school staff to promote student growth and development in reading and writing.

### *Instructional Support*

1. Establish clear procedures for teachers to gain access to instructional support.
2. Establish goals for the literacy support program appropriate to the needs of students and school staff and the mission and vision of the school and district.
3. Examine assessment data individually and collaboratively to understand students' progress and guide instruction. Provide timely feedback to students, teachers, school staff, and parents.
4. Assist in the planning of literacy support program to align with the District and school goals, integrate with the overall school program, and improve teacher instruction and student learning.
5. Assist in the development of plans to evaluate the literacy support program. Collect and analyze student data from state, district, and school sources.
6. Share student data with teachers to inform teaching and group students to address learning gaps and advance teacher instruction skills.
7. Participate in student instructional intervention programs and recommend interventions including technological tools.

### *General*

1. Create an environment of service, trust, and respect that promotes teacher and student learning.
2. Establish a school culture for ongoing literacy program improvement and provide assistance using various means.
3. Establish and maintain norms of behavior for professional interactions and communicate expectations for and monitors student behavior in compliance with school and District standards.
4. Organize physical space to provide a welcoming environment and to enhance individual and group learning activities for students and teacher.
5. Demonstrate flexibility and responsiveness to student and teacher needs. Revise instructional program and supports when needed to meet student, teacher, and school needs.

6. Exhibit personal interest and enthusiasm for reading and writing and literacy program.
7. Advocate for a strong literacy program to meet all students' needs.
8. Be accountable for student learning.
9. Engage students in understanding the importance of literacy practices.
10. Prepare and submit budgets and reports.
11. Serve on school/district literacy, data, reporting, and other committees in support of improved teaching and learning.
12. Engage in professional practice and development.
13. Show professionalism, including integrity and confidentiality, in accordance with school district rules, regulations, and policy.
14. Performance responsibilities may also include teacher responsibilities per the Teacher job description.

**EVALUATION:** Performance will be evaluated annually according to the District's Teacher evaluation plan.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**QUALIFICATIONS:** Reading Specialist with Elementary Certification or ELA certification preferred, depending on instructional assignment.

Must demonstrate: knowledge of current trends, ideas, and research in literacy; knowledge of each school's literacy program; and knowledge of literacy resources, both within and beyond the District's schools.

Requires demonstration of strong collaborative, teaching, coaching, and leadership skills to support student programming and work in a team setting; problem solving skills to support student success; service-related people skills; verbal and written communication skills; organizational skills to balance demands of a multi-tasking position; data analysis and analytic skills to evaluate and recommend changes in instructional programming; operational skills in office equipment and technological instructional devices; technology skills in communication, student data management and analysis, and reporting; and other school requirements

This position requires sitting, standing, walking or moving throughout the building, often for extended periods of the workday. Must be able to hear (40 decibel loss maximum), verbally communicate and see with near acuity of 20 inches or less and far acuity of 20 feet or more with depth perception, accommodation and field of vision. Performs a variety of duties, able to make judgments and work under high levels of stress. Subject to inside environmental conditions.