

**SCHOOL DISTRICT OF HAMILTON COUNTY
JOB DESCRIPTION**

TITLE I READING LEADER

BASIC OBJECTIVES

The Title I Reading Leader (K-6) will provide technical assistance to teachers implementing the district's Reading Plan and supplemental research-based reading program at the school level. Emphasis will be on providing professional development to teachers. The Reading Leader plays a pivotal role in the success of a school's reading plan.

QUALIFICATIONS:

- (1) Bachelor's degree and certification in Primary Education, Elementary Education or Reading, Reading Endorsement required, ESOL Endorsement preferred.
- (2) Minimum of three (3) years successful teaching experience in an appropriate program, i.e. Primary Education, Elementary Education, Language Arts, English and/or Reading, Grades K-6.
- (3) Minimum of two (2) years experience with district-level curriculum writing or district-level professional development and/or serving in a leadership role, i.e. grade level chairperson, department head, lead teacher, cadre leader, reading resource teacher, Faculty Council Member, Educational Experience School Advisory Council Member, or other leadership experience.
- (4) Familiarity with major trends and requirement in instruction, particularly as these relate to Reading/Language Arts, the District's Reading Plan and selected research – based reading programs.
- (5) Acceptable evaluation for the past three (3) years.
- (6) Ability to deal tactfully and effectively with others.
- (7) Ability to communicate effectively in both oral and written forms.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:

Title I Administrator. Supports principal at assigned school.

JOB GOAL

To assist and support classroom teachers in providing a balanced and effective reading program for all students.

PERFORMANCE RESPONSIBILITIES:**Planning/Preparation**

- *(1) Creates or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
- *(2) Identifies specific intended learning outcomes that are challenging, meaningful, and measurable.
- *(3) Plans and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
- *(4) Develops or selects instructional activities which foster active involvement in the learning process.
- *(5) Identifies, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- *(6) Assist in assessing changing curricular needs and plans for improvement.
- *(7) Develops an organizational system to distribute and monitor the use of resource materials for reading. Manages the reading resource room in a way that materials are easily accessible to teachers according to levels and that teachers are using these supplemental resources in a way that adheres to the Reading Plan guidelines and support teaching and learning.

Accountability/Records Management

- *(8) Maintains a positive, organized and safe learning environment.
- *(9) Uses time effectively.
- *(10) Manages materials and equipment effectively.
- *(11) Use effective student behavior management techniques.
- *(12) Enforces school rules, administrative regulations and Board policies.
- *(13) Establishes and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.
- *(14) Assists the school in the compilation of data to evaluate reading programs and assist in identifying appropriate strategies.
- *(15) Maintains reading documentation required by the state.

Assessment/Evaluation

- *(16) Develops and use assessment strategies (traditional and alternative) to assist the continuous development of students.
- *(17) Analyzes and identify reading problems.
- *(18) Interprets data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- *(19) Establishes appropriate testing environment and test security.
- *(20) Communicates, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.
- *(21) Evaluates the effectiveness of instructional units and teaching strategies.

Intervention/Direct Services

- *(22) Works with and support the classroom teacher in providing a balanced reading program.
- *(23) Assists in implementing and monitoring of the reading curriculum.
- *(24) Assists in reading curriculum revision and development.

- *(25) Assists with the selection of appropriate reading resources related to identified needs at the school site.
- *(26) Demonstrates knowledge and understanding of subject matter.
- *(27) Conducts parent nights to provide information and to train parents to assist their students.
- *(28) Communicates high learning expectations for all students.
- *(29) Apply principles of learning and effective teaching in instructional delivery.
- *(30) Uses a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
- *(31) Uses appropriate material, technology, and other resources to help meet learning needs of all students.
- *(32) Provides appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
- *(33) Recognizes overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- *(34) Provides instruction on safety procedures and proper handling of materials and equipment.
- *(35) Fosters student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.

Technology

- *(36) Uses appropriate technology in instructional delivery and demonstration lessons.
- *(37) Uses technology to establish an atmosphere of active learning.
- *(38) Provides students and staff with opportunities to use technology to gather and share information with others.
- *(39) Facilitates student and staff access to the use of electronic resources.
- *(40) Explore and evaluate new technologies and their educational impact.
- *(41) Uses technology to review student assessment data and develops an ongoing support system to distribute and use data in the instructional process.
- *(42) Use technology for administrative tasks.

Collaboration

- *(43) Facilitates collaboration among teachers and grade levels at school.
- *(44) Work closely with district Teacher - Support for Reading to assist in the development and delivery of training.
- *(45) Enlists the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.
- *(46) Communicates effectively, both orally and in writing, with other professionals, students, parents and community.
- *(47) Provides accurate and timely information to parents and students about academic and behavioral performance of students.
- *(48) Collaborates with other professionals and parents after recognizing student distress or abuse.
- *(49) Serves on Student Support Team.
- *(50) Collaborate with peers and other professionals to enhance student learning.

Staff Development

- *(51) Engages in a continuing improvement of professional skills and knowledge.
- *(52) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.
- *(53) Updates the principal and teachers on the latest trends in the area of reading instruction.

- *(54) Coaches teachers in the latest techniques for the prevention and remediation of reading problems.
- *(55) Models effective teaching strategies and techniques.
- *(56) Assist teachers with instructional strategies to improve FCAT reading comprehension and Florida Writes assessment.
- *(57) Conducts staff development activities to assist teachers in helping students improve reading skills.

Professional Responsibilities

- *(58) Acts in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- *(59) Demonstrates attention to punctuality and regular attendance.
- *(60) Prepares all required reports in an accurate and timely manner and maintain all appropriate records.
- *(61) Maintains confidentiality of student and other professional information.
- *(62) Complies with policies, procedures and programs.
- *(63) Exercises appropriate professional judgment.
- *(64) Supports school improvement initiatives.
- (65) Performs other tasks consistent with the goals and objectives of this position.

Student Growth and Achievement

- *(66) Ensures that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification through ongoing teacher support and monitoring of teachers' reading instructional practices.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS

This work requires the following physical activities: climbing, bending, stooping, kneeling, twisting, reaching, sitting, standing, walking, lifting, finger dexterity, grasping, repetitive motions, talking, hearing and visual acuity. The work is performed primarily indoors.

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.

APPROVED BY HAMILTON SCHOOL BOARD

ON 5/11/09

M. L. B. B.
SUPERINTENDENT