POSITION: Literacy Specialist

QUALIFICATIONS: Minimum of Bachelor's degree with valid Georgia teacher's certificate. 3-5 years of teaching experience with evidence of improved student learning. Master's Degree in Reading; Reading Endorsement or other additional literacy training preferred. Written and oral communications skills. Supervisory and leadership skills. Must possess physical skills and stamina to perform essential duties.

TERMS OF EMPLOYMENT: Contracted services – 20 hours per week

REPORTS TO: RESA PL Director and REI Instructional Specialist

JOB GOAL: Lead and provide quality literacy support at the district/school level. Provide support to teachers, support personnel, and administration pertaining to literacy initiatives and the instructional process in order to improve teaching and learning and have a positive impact on student achievement.

Job Summary:

The role of the Reading Specialist is to provide high quality professional learning, support and leadership in order to produce high quality outcomes in the area of Reading and Literacy. The Reading Specialist assists with schools and/or district to establish school wide and individual reading goals. The Reading Specialist will lead the charge with creating a culture of reading that ensures strong reading instruction, excitement about books, and a genuine, institutional love for reading.

Duties and responsibilities:

- Coordinate and facilitate district and/or school-wide literacy program. Provides support and provide strategies to improve instruction that will support literacy growth across the curriculum.
- Assists districts/schools/teachers with struggling students to improve their literacy skills.
- Collaborates with districts/schools to promote the learning and implementation of best practices in literacy instruction.
- Creates and examines data to measure the success of literacy programs and instruction.
- Teach targeted literacy interventions and/or instructional approaches using research-based strategies and resources.
- Utilize district and school wide assessments in order to evaluate professional learning,
core literacy programs and targeted interventions.

- Review student achievement and assist with scheduling appropriate reading and writing core programs, interventions and support services.
- Meet regularly with the districts/schools to plan literacy instruction that correlates with the individual student’s needs or as requested by the classroom teacher.
- Other duties as assigned.

**PERFORMANCE RESPONSIBILITIES:**

- Models lifelong learning for colleagues and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education;
- Work with others to build viable professional learning communities designed to support the collaborative work of districts/schools;
- Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback;
- Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs;
- Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;
- Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice;
- Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student learning to make adjustments;
- Designs, facilitates, and implements professional development aligned to state and national professional learning standards;
- Works with others to create an environment that encourages needed change using a research-based change model;
- Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results;
- Remains current on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision;
- Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school’s success;
- Exhibits strong interpersonal skills that establish and maintain effective working relationships;
- Develops and sustains trusting, productive, and supportive relationships with stakeholders;
- Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices.