**GENERAL RESPONSIBILITIES**

Implement a comprehensive literacy program at the assigned school through coaching, supporting, and guiding teachers in evidence-based literacy and science-based reading instruction.

**ESSENTIAL TASKS**

Act as the main point of contact for LEA partner teams for all guidance and TA related to dyslexia and other reading difficulties.

Develop and provide professional learning and technical assistance for LEAs and community stakeholders in understanding the requirements of the law, screening, and monitoring.

Develop and support awareness training on reading difficulties for all LEA educators, including, a list of recommended screening instruments, identification of reading difficulties, and protocols and procedures for screening students at risk of reading difficulties.

Gather stakeholder feedback and evaluate the effectiveness of trainings, as it relates to dyslexia and reading difficulties.

Create data collection and monitoring systems for annual reporting of general educators serving kindergarten through second grade students who have completed professional development on reading difficulties.

Establish and maintain a system for developing, tracking, and monitoring projects.

Communication and Collaboration

Establish and conduct ongoing outreach with LEA partners through regular meetings, technical assistance webinars, updates, and ongoing communication.

Collaborate with school staff, reading specialists, and administrators to align dyslexia policy, guidance, and practice.

* Supports the district’s reading program across disciplines.
* Coaching teachers in literacy instruction through observing classroom reading instruction, providing model lessons, and regularly meeting with teachers to evaluate student progress.
* Provides leadership in the fields of science-based reading and evidence-based literacy instruction.
* Conducts staff development for teachers in related areas.
* Analyzes achievement and assessment data; identifies patterns within individual classrooms; provides feedback to teachers and administrators; recommends and plans professional development to implement needed changes for improvement.
* Teaches reading and writing that supports classroom instruction to designated students, either in small groups or one-on-one.
* Assists teachers with assessments at beginning, middle, and end of year.
* Maintains accurate records to demonstrate student growth.
* Works collaboratively with colleagues.
* Participates in state and local professional development and training sessions.
* Attends required school and district meetings as appropriate.
* Completes all necessary reports.
* Performs other duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES**

Must have experience in reading and language arts programs. Excellent organizational, communication, public relations, presentation, and technology skills are essential.  Must have knowledge of teaching techniques, instructional materials, evidence-based literacy instruction and science-based reading instruction.  Must have expertise in the knowledge, skills, and processes necessary for teaching oral language and in developing students’ phonemic awareness/phonological association skills.  Must have an understanding of varying degrees of learning disabilities, the needs of the students, and strategies to challenge them at appropriate levels.  Demonstrates the ability to work effectively with administrators, colleagues, central office, and school-based staff and students.

Must have demonstrated expertise in educational measurement and evaluation.   Must have the ability to provide instruction and advice to teachers in the skills necessary to teach reading. Familiarity with reading and writing assessments. Knowledge of current research and best practices in the field of reading.

**EDUCATION AND EXPERIENCE**

Postgraduate Professional License with endorsement as a Reading Specialist, and a minimum of three years of recent successful experience as a teacher in a school that serves high-needs students.

**PHYSICAL REQUIREMENTS**

Significant standing, walking, moving, climbing, carrying, bending, kneeling, crawling,

reaching, handling, pushing, and pulling. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

**WORK ENVIRONMENT**

Primarily controlled temperature and clean classroom environment.