

EPPING SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: READING AND WRITING SPECIALIST

GENERAL DESCRIPTION: The Reading and Writing Specialist serves as a resource to promote student growth in learning reading and writing and teacher growth in teaching reading and writing. This position acts primarily as a reading and writing instructor for students in need of acceleration, correction, or remediation. The Reading and Writing Specialist also works collaboratively with teachers to implement a quality literacy program that is research-based and differentiated for student needs. This position is responsible for the facilitation of school-wide literacy plan(s). The Reading and Writing Specialist must meet the general teaching, reading and writing content, and/or other applicable qualifications outlined in the NH Code of Administrative Rules for Education and Epping School District Teacher Job Description.

QUALIFICATIONS:

1. Valid certification or eligibility as reading and writing specialist in assigned grades
2. Advanced understanding of reading and writing content and instruction
3. Prior experience teaching in reading and writing, three or more years preferred
4. Experience with NH State Standards and Assessment
5. Experience with balanced literacy program and assessments adopted by school district
6. Ability to analyze and use data to design, modify, and evaluate literacy curriculum, instruction, and assessment
7. Experience in a school leadership role
8. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Requires knowledge in school rules, practices, and law; NH Department of Education rules and school requirements; and School Board policy. Also requires knowledge of NH Public School Standards; NH Curriculum Standards and Assessments; best practices in curriculum, instruction, and assessment; and instructional and behavioral interventions.

SKILLS: 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.

ABILITIES: Requires excellent attention to detail and follow through to meet school district requirements, significant confidentiality responsibilities due to student and staff issues, resource management, and fiscal responsibilities in the area of school budget.

CLASSIFICATION: This position is designated as a Teacher position subject to the Teachers' Collective Bargaining Agreement, School Board Policy, and School Rules and Regulations.

REPORTS TO: School Principal, evaluation in accordance with this job description and Epping School Board policy

SUPERVISES: Assigned support staff if applicable

PERFORMANCE RESPONSIBILITIES:

PLANNING AND PREPARATION

1. Demonstrates knowledge of current trends, ideas, and research in literacy.
2. Demonstrate knowledge of the school's literacy program.
3. 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.
4. Demonstrate knowledge of literacy resources, both within and beyond the school and district.
5. Plan the literacy support program to align with the district and school goals, integrate with the overall school program, and improve teacher instruction and student learning.
6. Develop a plan to evaluate the literacy support program.

THE ENVIRONMENT

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 clear procedures for teachers to gain access to instructional support.
4. Establish and maintain norms of behavior for professional interactions and communicate expectations for and monitors student behavior in compliance with school and district standards.
5. Organize physical space to provide a welcoming environment and to enhance individual and group learning activities for students and teacher.
6. Train, supervise, and evaluate support staff if applicable.

DELIVERY OF READING AND WRITING SERVICES

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. 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. Oversee student instructional intervention programs and recommend interventions including technological tools.
8. Create and provide developmentally appropriate reading and writing instruction in individual and/or small group instruction to meet the needs of students.
9. Implements the District Curriculum, Instruction, and Assessment Frameworks.
10. Use real world books and materials to engage students in applying reading and writing knowledge and practice.
11. 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.
12. Examine assessment data individually and collaboratively to understand students' progress and guide instruction. Provide timely feedback to students, teachers, school staff, and parents.
13. Locate resources for students and teachers to support instructional improvement and keep an inventory of instructional and professional materials.
14. Demonstrate flexibility and responsiveness to student and teacher needs. Revise instructional program and supports when needed to meet student, teacher, and school needs.
15. Helps design and participates in school and/or district professional development activities to improve reading and writing.
16. 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.

PROFESSIONAL RESPONSIBILITIES

1. Exhibit personal interest and enthusiasm for reading and writing and literacy program.
2. Advocate for a strong literacy program to meet all students' needs.
3. Be accountable for student learning.
4. Engage students in understanding the importance of literacy practices. Help students to persevere. Encourage student reflection on prior knowledge, link new concepts, and make connections to experiences.
5. Reflect on practice.
6. Prepare and submit budgets and reports.
7. Meet weekly with the School Principal to discuss successes, challenges, and needs of the literacy program.
8. Participate in the professional community to build a shared vision, support a culture, identify goals, and monitor and evaluate progress toward goals to improve reading and writing teaching and learning.
9. Serve on school/district literacy, data, reporting, and other committees in support of improved teaching and learning.
10. Collaborate with families, teachers, and school staff to promote student growth and development in reading and writing.
11. Engage in professional practice and development.
12. Show professionalism, including integrity and confidentiality, in accordance with school district

rules, regulations, and policy.

OTHER

1. Performance responsibilities may also include teacher responsibilities per the Teacher job description.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; and stoop, kneel, or crouch. The employee is frequently required to supervise students requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee must occasionally lift, carry, move, and/or restrain school-age students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting. The employee is required to walk in order to address issues throughout the school. Employee is regularly required to handle stressful situations and resolve conflicts. The employee is occasionally required to drive.

TERMS OF EMPLOYMENT:

1. Work year and day subject to individual contract
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NH certification or eligibility in area of teaching assignment
5. Highly qualified in area of teaching assignment
6. Teacher contract with salary and benefits defined by collective bargaining agreement

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.