

## **2016–2017 Reads to Lead Regional Reading Specialist**

### **Position Description**

**Purpose:** This is a collaborative support position that reports to the Public Education Department Literacy Director. This position requires skills in job-embedded professional development, planning, modeling, and supporting research-based strategies in the area of grades K–3 reading instruction. Regional Reading Specialists must have the ability to support teachers, school reading coaches, interventionists, and district and school administrators in planning, organizing, and delivering instruction to meet individual and group needs utilizing state guidelines and the district or charter school’s Reads to Lead K–3 Comprehensive Reading Plan.

Additionally, Regional Reading Specialists will develop a system of monitoring in conjunction with the Public Education Department in which they evaluate instructional successes and challenges and develop, with the district and school administrators and staff, a plan to assist teachers in improving their instruction to ensure that student achievement is immediately impacted.

### **Scope of Work:**

The REGIONAL READING SPECIALIST shall perform the following work:

#### **A. Facilitate the Understanding of Reading and Writing**

1. Familiarize teachers and district and school administrators with the research on foundational reading skills which include all components of language.
2. Impart knowledge of the English Language Arts Common Core State Standards in each grade level and WIDA English Language Development (ELD) standards.
3. Know and support teachers and district and school administrators in implementation of the alignment of curriculum, standards, instruction, and assessment.
4. Understand and support learning for English language learners (ELLs) and students with disabilities.

#### **B. Guide the Understanding of Pedagogy**

1. Familiarize and guide teachers and district and school administrators with best practices in reading instruction.
2. Provide teachers with a collection of effective instructional strategies to draw upon in their instructional practices.
3. Demonstrate management of a classroom with diverse learners in order that each student’s learning needs are addressed.
4. Guide teachers in the knowledge of how students learn best in an engaging environment and support the necessary strategies for engaging and appropriate learning.

### C. Provide Monitoring and Support

1. Support data collection and analysis to ensure that data is being used effectively to inform instructional support for student growth and achievement.
2. Work with principals within the grantee sites to create a school-wide focus on goals for reading and writing achievement.
3. Complete monthly schedules at the beginning of each month, update accordingly, and provide to the PED literacy coordinator.
4. Complete monthly coaching logs which offer an accurate report of time, concepts, strategies, and next steps using the PED-provided template.
5. Provide job-embedded professional development for any needs that are determined by coach, teacher, district and school administrators, or the PED.
6. Continually evaluate and monitor implementation of the district or charter school K–3 Comprehensive Reading Plan and provide the applicable consultation and support.

### D. Provide Coaching

1. Assist school faculty and administration in implementation of the K–3 Comprehensive Reading Plan with a focus on students scoring below proficient in reading e.g., third grade PARCC Level 1, Level 2, and Level 3.
2. Know how teachers learn, experiment with, and apply new knowledge and changes in practices. Ensure that the support for this change is in place.
3. Facilitate meetings for professional learning when instructional practices, data support, classroom environments, or learning strategies need to be addressed and supported.
4. Work collaboratively with teachers and district and school administrators to learn new information and strategies together to support increased student achievement and family engagement.
5. Provide job-embedded professional development for any needs that are determined by coach, teacher, district and school administrators, or the PED.

### E. Professional Learning Expectations

1. Participate fully in professional development opportunities and professional research and reading.
2. Attend all professional development provided by the NMPED, including webinars and in-person trainings.
3. Regularly communicate with other reading specialists, coaches, and experts in order to keep well-informed of the current and developing research.
4. Work collectively with peers and consultants in reflecting on personal learning and how that learning supports student achievement and growth of student and district and school administrators.
5. Provide professional development opportunities to build capacity in teacher efficacy surrounding ELLs.

## **Qualifications:**

The Regional Reading Specialist:

1. is an effective content teacher at the Grades K–3;
2. holds an Instructional Level II or III license, and have a minimum of three years of effective teaching practice, as evidenced by performance evaluations scored at least at satisfactory and by increased student achievement;
3. holds a TESOL Endorsement if working in a school with a high concentration of ELL students; and
4. submits to a fingerprint-based background check if not already employed by the Regional Education Cooperative.

## **Physical Demands - Strength Rating:**

(Strength) M-Medium Work - Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects. Physical Demand requirements are in excess of those for Light Work.