



Reading Specialist

BASIC FUNCTION:

Under the direction of an administrator, plan and coordinate the Reading Program, provide specialized instruction to meet the needs of students, and monitor progress of students.

REPRESENTATIVE DUTIES:

- Plan, organize and direct a comprehensive program of reading.
- Implement the reading program curriculum and provide direct instruction.
- Plan, organize and conduct a variety of programs, projects and activities related to reading such as school site meetings, school board presentations, etc.
- Direct the testing and selection of children to be served in the program in accordance with appropriate directives and objectives.
- Develop and maintain record- keeping on children's progress.
- Collect data and prepare statistical reports for local and national use.
- Attend workshops, seminars, and conferences to maintain knowledge of the research and requirements affecting the reading program; attend other staff meetings and make reports as requested. Perform related duties as assigned.
- *Miller-Unruh Reading Program Responsibilities of Specialist*
 - State Guideline - (EC 62002, EC 52859, 54123)
 - Program Goal: To prevent and correct reading difficulties at the earliest possible time in the educational career of the student.
 - Documentation or evidence at school site must be kept to ensure reading services such as:
 - Working, with Kindergarten and Grade I levels and their teachers in the prevention of reading difficulties.
 - Conducting demonstration lessons
 - Providing inservice training to the teaching staff in the latest research and instructional techniques
 - Interpreting reading test results school-wide.
 - Keeping records of the number of children helped, teachers assisted, and parents contacted.
 - Providing teachers with strategies to motivate students.
 - Students served by the program consistently have their reading difficulties remedied as indicated by a variety of assessment strategies, such as:
 - Increased number and quality of books read
 - Increased amount and quality of writing
 - Increased student participation in speaking and listening activities

- Improved scores, over time, on reading tests
- First priority shall be supplementing- reading instruction in kindergarten and grade 1. Second priority shall be in supplementing reading, in primary grade. Third priority shall be in supplementing reading in grades 4-6. (Remember the program goal is to prevent and correct reading difficulties at the earliest possible time.) All students need to be monitored as necessary.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: advanced degree in a related subject area and three years experience in teaching reading.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; certification in Reading Recovery preferred.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in outside weather conditions.