

Job Title:	Specialist, Reading Intervention- Secondary
Grade Level/Terms of Employment:	123/ 12 Month (260 Day)
FLSA Status:	Exempt
Work Location:	Academic Programs and Supports
Immediate Supervisor:	Coordinator, Academic Response to Intervention

General Description:

The Reading Intervention Specialist-Secondary supports the division’s Response To Intervention (RTI) framework by monitoring and supervising the reading intervention program at the middle and high school levels. The Specialist also provides coaching and training to secondary reading interventionists to help ensure student growth and achievement.

Essential Duties and Responsibilities:

- Supports the division’s RTI Framework for reading intervention and remediation at the middle and high school
- Provides training and coaching for middle and high school reading interventionists and intervention program teachers
- Assists in administration and evaluation of standardized and informal assessment measures as well as annual evaluations to progress monitor the division’s RTI framework in support of school improvement initiatives
- Implements and monitors systems and procedures to ensure compliance with federal, state and local regulations
- Keeps abreast of current research, methodologies and programs that support reading intervention at the secondary level
- Performs other duties as assigned

Qualifications:

- Postgraduate professional license with an endorsement in reading required; endorsement in administration/supervision (or the ability to obtain such endorsement) preferred
- Minimum of three years recent successful experience as a supervisor or lead teacher in the subject area
- Understanding of the knowledge, skills and processes for teaching reading at the secondary level
- Understanding of the RPS Response to Intervention framework, as well as experience implementing and supporting a multi-tiered system of supports
- Expansive knowledge of Virginia Standards of Learning and Curriculum Frameworks Clear knowledge of VA Educator Performance Standards
- Ability to provide instructional leadership and management of division’s reading intervention programs across grade levels
- Knowledgeable of data analysis, using data to inform instruction and monitor student progress
- Ability to work in a cooperative manner with teachers, administrators, parents and community representatives
- Experience providing professional development and technical assistance to teachers
- Ability to take initiative and proactively identify opportunities to strengthen one’s team and organization
- Works well in a fast-paced environment; demonstrates flexibility and adaptability with a sense of urgency and zeal for ensuring every student in RPS has access to additional support as needed

- Models professionalism, engages in reflection and self-led continuous improvement, and seeks out feedback
- Bilingual, in Spanish preferred