

Title: Reading Specialist, ECIA Chapter I (FLSA Exempt)

Performance Responsibilities Design and Evaluation-Assumes responsibility for the design and evaluation of the Chapter I Reading Classroom.

- Initiates planning and evaluating procedures designed to upgrade all aspects of the Chapter I Reading Program.
- Initiates the development of comprehensive goals and performance objectives to guide and improve the school program.
- Develops personal objectives to insure effective leadership.
- Stimulates and assists the Chapter I reading teachers in seeking methods to determine the extent of instructional success.

Any and all duties as assigned by Director of Federal Programs and Elementary Instruction Supervisor

Leadership-Assumes leadership in directing the work of the Chapter I Reading Program in the Parish.

- Provides leadership in planning, managing, and evaluating staff development and in-service training programs.
- Establishes a framework for reading teachers to fulfill duties and holds regular meetings to discuss major responsibilities, policies and direction of their work.
- Helps teachers overcome problems related to classroom reading instruction.
- Serves as a resource person on all new trends in reading instruction.

Management-Implements practices and procedures designed to maintain an adequate Chapter I Reading Program.

- Supervises the use of space, equipment, materials and personnel pertinent to requirements of Chapter I funding.
- Keeps a current, accurate inventory of all Chapter I reading instructional materials and equipment.
- Selects requisitions and receives all purchase orders of Chapter I media.
- Makes all Chapter I reading media allocations and distributions.

Student Services-Initiates practices designed to promote the success and well-being of students.

- Develops and implements reading programs designed to assist students in gaining skills.
- Works to insure instructional practices designed to meet the present and future needs of students.
- Supervises classroom procedures in order to maximize students' success.
- Works with teachers and parents in order to overcome problems related to student success.
- Works to create a positive self concept in Chapter I students.

School/Community Relations-Initiates practices designed to build positive school/community relations.

- Prepares and disseminates information about the project for parents and citizens.
- Works with parents and teachers to solve any problems related to communication, interpretation, or implementation of the project.
- Serves as resource person to any school faculty or community organization who wishes to know about the Chapter I project.
- Works to achieve maximum understanding and support of public education.

Professional Development-Plans for professional self-development.

- Uses evaluations to grow professionally.
- Participates in activities that will facilitate professional growth and development.
- Makes use of recommendations for improvement.

Minimum Qualifications: United States citizen or authorized alien; valid Louisiana Teaching Certificate; 3 years of instructional, administrative or supervisory experience within the past five years; advanced degree from accredited institution; meets requirements for Certification as a Reading Specialist as specified in Bulletin 746; physical and mental stamina and abilities to perform job functions, tasks, and duties.

Terms of Employment: 12 months

Reports to: Director of Federal Programs and Elementary Instruction Supervisor

Signature of Evaluatee: _____

Signature indicates that the evaluatee has received the performance responsibilities and evaluation instrument for the position.

Printed Name of Evaluatee: _____

Evaluatee's Employee Identification Number: _____

(MUNIS ID #)

Date: _____

Signature of Evaluator: _____

Signature indicates that the evaluatee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.