



JOB DESCRIPTION

Position Title: Literacy Specialist
FLSA Classification: Exempt, Instructional Staff
Reports To: Director of Language, Literacy & Assistive Technology

Mission:

The Howard School empowers students with language-based learning differences by addressing individual needs and leveraging strengths to develop a lifelong understanding of and advocacy for their own learning process.

School Profile:

The Howard School educates students with language-based learning disabilities and learning differences through instruction designed to complement and address each student's individual needs, and to help each student understand and advocate for his or her own learning process. The curriculum focuses on depth of understanding to make learning meaningful and therefore, maximize educational success.

Position Purpose:

We seek an experienced Literacy Specialist to join an interdisciplinary team that is committed to interactive project-based learning, student self-knowledge and self-advocacy, and collaboration. Ideal candidates have the attributes of flexibility, humor, collaboration, creativity, and passion for emerging research and pedagogy. The Howard School's literacy program is designed to provide intervention for students who struggle in one or more of the following areas: phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension, and/or written expression with a focus on encoding. These students receive instruction from the Literacy Specialist in small-group, in-class, or one-on-one support sessions. Depending on individual student needs, components of different Structured Literacy programs or methodologies are utilized including, but not exclusive to: Orton-Gillingham, LETRS, Wilson, Lindamood-Bell, Word Journeys, Project Read, The Writing Revolution, and HillRAP.

Specialist Characteristics:

- Committed to designing and adapting instruction to meet a range of student learning needs and interests.
- Fully trained in at least one Structured Literacy teaching method.
- Able to model lessons and coach teaching team as part of a schoolwide literacy initiative.
- Highly collaborative and excited about generating curriculum and assessment ideas in a team setting.



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- Curious, creative, self-reflective, and willing to take initiative and run with new ideas.

Essential Functions:

- Teaches Structured Literacy in small-group, in-class, or one-on-one support sessions through demonstration lessons, modeling, and direct explanation of teaching strategies.
- Conducts individual diagnostic assessments of students and provides staff and parents with a summary of findings and implications for instruction.
- Demonstrates understanding and application of reading comprehension techniques and principles including word structure, syntax, and other linguistic features of reading comprehension.
- Understands and can use assistive technology to support reading.
- Provides support and continued coaching in the area of literacy for new and veteran teachers by modeling lessons, conducting observations, and facilitating conversations.
- Collaborates with the Department of Language, Literacy, and Assistive Technology team, division administrator, and classroom teachers regarding efficacy of literacy program and individual student achievement to include coordination and implementation of literacy programs schoolwide.
- Maintains and increases knowledge of trends and issues in literacy.
- Assists in the evaluation and purchase of supplemental materials to support the literacy program.
- Respects the individuality of each student.
- Assists in the writing of reports and student evaluations both independently and as part of a collaborative team.
- Performs other job-related duties as required.
- Regular and predictable attendance is an essential function of the job.

Qualifications:

- Bachelor's degree required
- Advanced degree and 3-5 years of school experience preferred
- Excellent verbal and written communication skills
- Demonstrated leadership and facilitative skills
- Desire to plan and work collaboratively on a team is essential
- Ability to differentiate instruction, including working with students with learning differences, and the skill and willingness to adjust to student understanding and misunderstanding
- Displays proficiency in all related computer applications, including; Mac



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- OS, Apple iOS, Microsoft Office programs, email and Internet, and Google Apps for Education Suite, experience with assistive technology is a plus
- Flexible teaching background and interest in teaching electives, coaching, and/or advising clubs is a plus
 - Fully vaccinated for COVID-19 preferred

Physical Requirements and Work Environment:

- Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 50 pounds; and to bend, stoop climb stairs and reach overhead
- Work primarily in a traditional climate-controlled office environment
- Work intermittently in outside weather conditions, including extreme heat and cold

The Howard School is an equal-opportunity employer that is committed to diversity and inclusion in the workplace. All applicants will be considered for employment without regard to race, color, creed, religion, sex, sexual orientation, gender identity, national origin, citizenship status, age, pregnancy, disability/handicap, genetic information, uniform service member status or any other protected status in accordance with applicable federal, state, and local laws. veteran or disability status.