

Danville Public Schools Reading Specialists



Job Description and Expectations

Overview

The Virginia Literacy Act includes a provision for schools to employ one reading specialist for every 550 students in Kindergarten- 3rd Grade, beginning in the 2024-25 school year. In addition, Danville Public Schools will expect reading specialists to support students in 4th and 5th grade.

The language of the VLA states: “Every reading specialist, in consultation with classroom teachers, will coordinate and oversee intervention for students not meeting literacy benchmarks, and will develop and monitor student progress on student reading plans, working closely with families and teachers.”

Role and Responsibilities

The reading specialist supports and extends classroom teaching, and works collaboratively with all stakeholders to implement evidence-based literacy instruction that meets students' needs. Reading specialists have specialized knowledge of assessment and diagnosis that is vital for developing, implementing, and evaluating the literacy program in general and designing interventions for individual students. Finally, reading specialists provide leadership and serve as a resource to other educators, families, and the community.

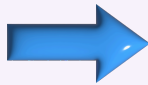
Each school-based reading specialist will be responsible for the following:

- Train teachers on how to assess student learning using approved literacy screeners
 - VALLSS (K-3)
 - iReady (4-5)
- Review student data to identify students who meet the criteria for a student reading plan
- Assist teachers in creating and monitoring Student Reading Plans (SRPs) for High-Risk students:

- Indicate areas of need
- Write targeted reading goals and goal statements
- Develop a progress monitoring plan
- Document targeted intervention and student progress
- Communicate with families regarding SRPs
- Coordinate and participate in the intervention for students with SRPs
- Support classroom teachers and literacy coaches in providing evidence-based literacy instruction
- Participate in collaborative planning sessions with teachers, administrators, and instructional coaches
- Participate in and lead Professional Learning sessions throughout the school year
- Complete all training required by the state of Virginia and the Virginia Literacy Act

Expected Annual Timeline

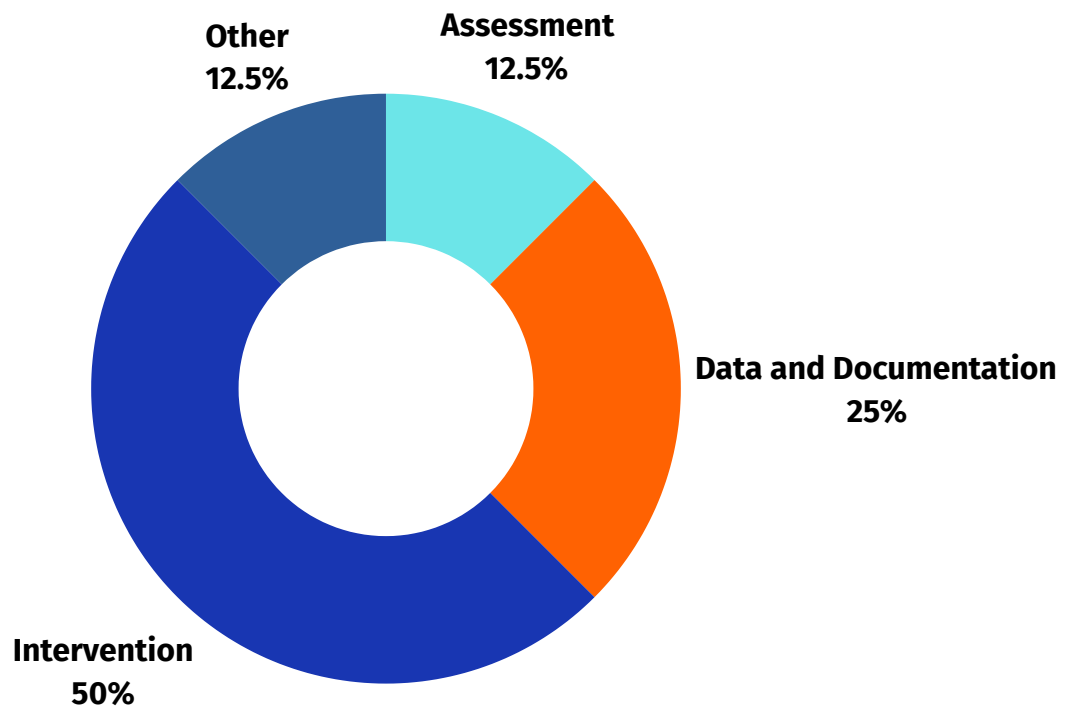
Use this timeline to chart the assessment, instruction, and re-evaluation cycle throughout the 2024-25 school year.

August-September	September-October	October-December	January	May
Assess students using VALLSS/iReady	Aggregate assessment data and identify at-risk students	Develop Student Reading Plans and begin implementation.	Reassess students and document progress. Adjust SRPs as needed.	Complete final VALLSS/ iReady assessments and update student records.
	October-May	Implement Student Reading Plans: provide intervention, progress monitor, and communicate with families and school team.		

Percentage of Time

Schedules and Documentation

As with teaching, reading specialists need to differentiate their time and instruction to meet the needs of their teachers and students. The following graphic represents the focus areas and the approximate amount of time allotted for each. Each reading specialist must develop, maintain, and submit a weekly schedule aligned with the percentages below.



Working directly with students, in the form of assessment and intervention, should represent the bulk of the reading specialists' daily schedule.

Priorities

The primary role in schools is to provide intervention to 4-5th grade students identified as high risk, assist in the development and progress monitoring of student reading plans, and work with teachers and families.

Do's	Don'ts
Set up a dedicated space for working one-on-one or in small groups with students.	Decide your intervention schedule on the same day.
Develop and post weekly schedules so that all stakeholders (administrators, teachers, students, and families) know who will be provided intervention and how often.	Involve yourself in administrative tasks, such as observing and evaluating teachers or managing student behaviors.
Attend PLC meetings to plan with teachers and instructional coaches.	Readjust your schedule to cover classes.

Virginia Literacy Act Resources

Reference Documents

Division Student Reading Plan Guidance	Early Intervention Reading Initiative (EIRI) Webpage
Practitioner Student Reading Plan Guidance	Virginia Literacy Act Webpage
Student Reading Plan Form	Reading Specialist Microcredential Enrollment Interest Form

Evaluation

Reading specialists will be evaluated by their school principals. SMART goals must align with division and school goals for improvement and be focused on student growth.



Evidence of progress on SMART goals can be documented using any or all of the following:

- Weekly schedules and reflection logs
- PLC agendas/presentations
- VALLSS and other literacy data for identified students
- VDOE Conference or Workshop attendance with certification
- VDOE Reading Specialist module completion with certification
- LETRS completion with certification
- Family communication logs

Reading Specialists

Sheryll Jeffries --- Gibson

Katherine Moon --- Park Ave/Schoolfield

Sarah Scarborough ---District

Crystal Vaden ---District

