

# JOB DESCRIPTION

## PATERSON BOARD OF EDUCATION

TEACHERS  
3032 Reading Specialist  
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### REVISED

**JOB TITLE:** READING SPECIALIST

**REPORTS TO:** The Principal

**SUPERVISES:** N/A

### **NATURE AND SCOPE OF JOB:**

The Reading Specialist will assume professional responsibility to interpret information from both formal and informal assessments for planning instruction. They will use knowledge of language development, the reading process, and the components of reading performance to assess and instruct. The Reading Specialist will plan instructional programs that include: read aloud, sustained independent/shared reading, writing, oral and written response, and explicit instruction. The components of the plan will also include strategies for comprehension such as; phonological awareness, decoding/word recognition and vocabulary development, fluency development, study strategies and motivation. The program will be for assigned students or to provide support for other students and teachers who are work with them. They will identify high interest appropriate texts and materials to match students' strengths and needs to promote knowledge, independence, and motivation. They will also introduce students to a wide variety of children's literature at various levels and teach them how to select and use books at different levels for different tasks with a focus on motivation and developing lifelong readers.

### **QUALIFICATIONS:**

The Reading Specialist shall:

1. Hold a New Jersey instructional certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with an elementary education endorsement, a Reading Specialist endorsement (N.J.A.C. 6:11-8.5), and other appropriate endorsement(s) for the position held (N.J.A.C. 6:11-6.1, 6.2 or 8.1 et seq.).
2. Must hold a Master's Degree from an accredited college or university.
2. Hold a valid driver's license with no serious violations.
3. Have excellent experience in teaching and working with children.

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4. Have excellent integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of teaching reading, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning and students needing to learn reading.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
9. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.
4. College transcripts.
5. Employment interview.

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## **EMPLOYMENT TERMS:**

The Reading Specialist shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

## **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Reading Specialist shall:

1. Provide diagnostic testing to determine pupils reading problems.
2. Determine reading programs appropriate to a pupil's reading difficulty.
3. Remediate reading problems.
4. Establish high standards and expectations for all students for academic performance and responsibility for behavior.
5. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
6. Plan and implement sequential learning experiences for students using a variety of instructional strategies, consistent with the district and school's philosophy, mission statement, instructional goals, school level objectives, and the Core Curriculum Content Standards. The learning experiences shall follow and use approved curricula and instructional materials.
7. Plan and implement instruction to ensure that reading pupils exceed the State Core Curriculum Content Standards in one or more of the seven content areas:
8. Plan and implement instruction to ensure that all students meet and exceed the State Core Curriculum Content Standards in the seven content areas:
  - Language Arts Literacy;
  - Mathematics;
  - Science;

- Social Studies;
  - World Languages
  - Comprehensive Health and Physical Education; and
  - Visual and Performing Arts.
8. In those areas in which a teacher specialist takes the primary responsibility for the content and skills of the Standard, the reading specialist will coordinate enrichment instruction with the classroom teacher in order to reinforce learning and student achievement.
  9. Engage the learners in differentiated learning experiences for the range of skill levels and developmental needs found in the classroom, managing, when appropriate, multiple instructional activities simultaneously.
  10. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school-approved procedures. Organize and supervise approved field trips to enhance classroom learning.
  11. Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences.
  12. Submit lesson plans in the approved format to the Principal as required and requested.
  13. Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
  14. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
  15. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.
  16. Discipline students in a fair and consistent manner, using school approved procedures. Seek assistance of the parents and the Principal when needed.
  17. Establish a professional rapport with students that earns their respect.
  18. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
  19. Assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data.

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20. Plan and adjust the learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
21. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.
22. Employ a variety of methods for students to demonstrate learning and accomplishments.
23. Evaluate and grade homework, assignments, and tests in a timely fashion, providing feedback to the student on performance.
24. Maintain records and provide evidence of growth and progress to parents and to students.
25. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.
26. Assist with extra curricular activities, supporting the total program of the school.
27. Instruct, advise, coach, and supervise extra curricular activities, including interscholastic and intramural sports, academic competition, and fine art programs, as defined by the Collective Bargaining Agreement.
28. Attend student events to demonstrate genuine interest in the life of the students.
29. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
30. Create a stimulating, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environments.
31. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Principal. Maintain accurate attendance records. Account for all funds collected from students.
32. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
33. Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
34. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.

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35. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
36. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
37. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
38. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
39. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
40. Recommend to the Principal the supplies and equipment needed to support instruction and assist with ordering, following established procedures.
41. Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
42. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
43. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
44. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

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1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

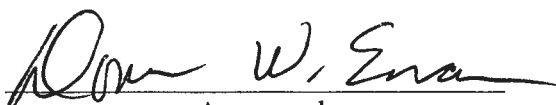
## ENVIRONMENTAL DEMANDS:

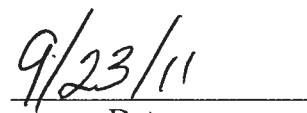
The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

## EVALUATION

The Principal shall evaluate the Reading Specialist in accordance with Policy Nos. 3221 or 3222; Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

  
Date