

JOB DESCRIPTION
ADMINISTRATIVE REGULATION GCA-R LITERACY SPECIALIST

1:0 CLASSROOM TEACHER – ELEMENTARY LITERACY SPECIALIST

2:0 LINE AND STAFF RELATIONSHIP

2:1 The Elementary Literacy Specialist reports to and is evaluated by the Building Principal

3:0 FUNCTIONS AND DUTIES- THE ELEMENTARY LITERACY SPECIALIST

3:1 PLANS CURRICULUM AND INSTRUCTION

3:1.1 Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.

3:1.2 Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

3:1.3 Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

3:1.4 Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

3:1.5 Plans lessons with clear objectives and relevant measurable outcomes.

3:1.6 Draws on resources from colleagues, families, and the community to enhance learning.

3:1.7 Incorporates appropriate technology and media in lesson planning.

3:1.8 Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

3:2 DELIVERS EFFECTIVE INSTRUCTION

3:2.1 Communicates high standards and expectations when beginning the lesson.

3:2.2 Makes learning objectives clear to students.

3:2.3 Communicates clearly in writing and speaking.

3:2.4 Uses engaging ways to begin a new unit of study or lesson.

3:2.5 Builds on students' prior knowledge and experience.

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- 3:2.6 Communicates high standards and expectations when carrying out the lesson.
Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
- 3:2.7 Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
- 3:2.8 Demonstrates an adequate knowledge of and approach to the academic content of lessons.
- 3:2.9 Employs a variety of reading and writing strategies for addressing learning objectives.
- 3:2.10 Uses questioning to stimulate thinking and encourages all students to respond.
- 3:2.11 Uses instructional technology appropriately.
- 3:2.12 Employs appropriate sheltered English or subject matter strategies for English learners
- 3:2.13 Communicates high standards and expectations when extending and completing the lesson:
- 3:2.14 Assigns homework or practice that furthers student learning and checks it.
- 3:2.15 Provides regular and frequent feedback to students on their progress.
- 3:2.16 Provides many and varied opportunities for students to achieve competence.
- 3:2.17 Communicates high standards and expectations when evaluating student learning:
Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
- 3:2.18 Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
- 3:3 **MANGAGES CLASSROOM CLIMATE AND OPERATION**
- 3:3.1 Creates an environment that is conducive to learning.
- 3:3.2 Creates a physical environment appropriate to a range of learning activities.
- 3:3.3 Maintains appropriate standards of behavior, mutual respect, and safety.
- 3:3.4 Manages classroom routines and procedures without loss of significant instructional time.

3:4 PROMOTES EQUITY

3:4.1 Encourages all students to believe that effort is a key to achievement.

3:4.2 Works to promote achievement by all students without exception.

3:4.3 Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.

3:4.4 Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.

3:5 MEETS PROFESSIONAL RESPONSIBILITIES.

3:5.1 Understands his or her legal and moral responsibilities.

3:5.2 Conveys knowledge of and enthusiasm for his/her academic discipline to students.

3:5.3 Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.

3:5.4 Collaborates with colleagues to improve instruction, assessment, and student achievement.

3:5.5 Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.

3:5.6 Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

3:5.7 Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

4:0 THE ELEMENTARY LITERACY SPECIALIST EXECUTES THE FOLLOWING SUBJECT MATTER KNOWLEDGE REQUIREMENTS:

4:1 Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.

4:2 Phonemic awareness and phonics: principles, knowledge, and instructional practices.

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- 4:3 History and nature of English vocabulary and of English-language dialects; development of vocabulary knowledge.
- 4:4 Theories, research, and practices for reading instruction in the academic disciplines.
- 4:5 Selection and use of appropriate programs, materials, and technology for reading instruction.
- 4:6 Knowledge of, and selection criteria for, literature and informational books for children and adolescents.
- 4:7 Screening and diagnostic instruments, their administration and use for determining student strengths and weaknesses.
- 4:8 Knowledge and use of a variety of informal and formal reading assessments.
- 4:9 Second language acquisition and its relationship to literacy learning.
- 4:10 Child and adolescent development and the timing of formal reading instruction.
- 4:11 Approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
- 4:12 Methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.
- 4:13 Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
- 4:14 Development of a listening, speaking and reading vocabulary.
- 4:15 Theories on the relationships between beginning writing and reading.
- 4:16 Theories of first and second language acquisition and development.
- 4:17 Children's literature: genres, literary elements, literary techniques, vocabulary demands.
- 4:18 Approaches and practices for developing skill in using writing tools.
- 4:19 Writing process and formal elements of writing.

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5:0 QUALIFICATIONS

- 5:1 The Elementary Reading Specialist shall have a Masters Degree and shall hold Massachusetts Certification in Reading (Levels: All).
- 5:2 At least an Initial teaching license and at least one year of experience under that license.
- 5:3 Completion of an approved educator preparation program for the Initial license as set forth in 5:1 above.
- 5:4 The Elementary Reading Specialist shall have received a successful passing score on the test of subject matter knowledge Foundations of Reading.
- 5:5 The Superintendent reserves the right to alter qualifications if deemed to be in the best interest of the Fairhaven Public Schools. At a minimum, however, the Elementary Reading Specialist shall hold Elementary (Levels: 1-6), and/or Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)

S.C. Received: April 26, 2006