



State Reading Specialist Position



Role

A State Reading Specialist's role is to provide content expertise in scientifically based Reading research and sound K-3 reading instruction. Reading Specialists assist participating Reading First schools in the implementation of federally funded, Reading First K-3 Reading Programs, supporting the effective use of formative assessments, data analysis, and instructional planning. Each Reading Specialist also supports schools in the implementation of AZ READS with a focus on enhancing the level of expertise of K-3 Reading teachers through the application of evidence-based strategies in Reading instruction. The focus of this site-level support is to meet the goal of NCLB and AZ READS – that children will learn to read proficiently by the end of Third Grade.

Responsibilities

The Reading Specialist will:

- Participate in professional development sponsored by the Arizona Department of Education;
- Provide ongoing support and assistance to assigned schools in the implementation of Reading First plans;
- Provide targeted technical assistance as needed, to assigned Reading First districts and schools;
- Provide content expertise in scientifically based Reading research and its implications for classroom instruction as needed;
- Provide ongoing support and assistance to non-funded schools, that addresses Reading achievement through the implementation of Arizona's reading initiative (AZ READS)
- Provide professional development to K-3 teachers in the effective use of scientifically based Reading instruction and a valid and reliable assessment system; and
- Work collaboratively with ADE's Reading First office and the cadre of State Reading Specialists. This includes attending **all** mandatory meetings and trainings.

Scope of Work

The Reading Specialist will primarily be responsible for support and assistance to assigned Reading First schools which include but is not limited to: professional development, coaching, mentoring, advisement, technical assistance, and progress monitoring. The Reading Specialist will coordinate this work with the Arizona Department of Education, the County School Superintendent's office and service providers contracted by the department. Although the Reading Specialist's

primary responsibility is Reading First schools; she/he will also be involved in the larger and broader-based activities within the scope of AZ READS, specifically as it relates to the professional development in Reading instruction for K-3 classroom teachers.

Requirements

Candidates must be currently employed by an Arizona school district. Successful candidates will remain under contract to their district, and will serve as a Teacher on loan to the Reading First Program. An intergovernmental agreement, (IGA) will be established between the school district and the State Board of Education to ensure the availability of each applicant.

Qualifications

- Degree in elementary education and/or advanced degrees in reading;
- Three to five years experience in teaching reading at the primary level;
- Demonstrated experience working with children having difficulty learning to read and evidence of improved reading achievement;
- Demonstrated knowledge and understanding of scientifically based reading research;
- Demonstrated experience with diverse learners;
- Experience in professional development and/or working with adult learners;
- Demonstrated experience and skill in teamwork, coaching and mentoring;
- Experience in administering DIBELS; and
- Optional – training in LETRS.

Structural Plan

State Reading Specialists will be overseen, and receive work assignments from the Arizona Department of Education through an Intergovernmental Agreement (IGA) between the school district by which the teacher is employed and the State Board of Education. The IGA will be established to ensure a four year commitment. Each State Reading Specialist will be housed at their County School Superintendent's Office.

Year One (2005-2006)

- Reading Specialists are selected.
- Reading Specialists remain in their K-3 teaching assignments.
- Reading Specialists will participate in up to twenty days of training, throughout the school year, which will pertain to their upcoming role as a full time State Reading Specialist
- IGAs are negotiated and approved.

Year Two (July 2006-2007)

- Reading Specialists are relieved of their classroom duties and begin full-time work with assigned Reading First schools.
- Reading Specialists establish their work base at their assigned County Schools Superintendent's Office
- Reading Specialists will provide support and assistance described under "Responsibilities" and "Scope of Work."

Year Three (2007-2008) and Year Four (2008-2009)

- Reading Specialists will continue the work begun in Year Two.
- At the conclusion of year four, Reading Specialists will return to their districts with the possibility of continuing to serve on a state-wide cadre of trainers and coaches.