

**BUTLER COUNTY SCHOOLS**  
**ARI LOCAL READING SPECIALIST**  
**JOB DESCRIPTION**

**MINIMUM QUALIFICATIONS**

An ARI local reading specialist shall have all of the following minimum qualifications:

- a. The required Alabama Professional Educator Certificate.
- b. A bachelor's degree and advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the Alabama State Board of Education.
- c. A minimum of two years of experience as a successful elementary or literacy teacher.
- d. A knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis.
- e. A strong knowledge base in the science of learning to read and the science of early childhood education.
- f. Excellent communication skills with outstanding presentation, interpersonal, and time management skills.

**ROLE OF THE LOCAL READING SPECIALIST**

Per the Alabama Literacy Act, *"An Alabama Reading Initiative local reading specialist shall be assigned to provide intensive, targeted professional development for elementary school teachers at one school."* ARI Local reading specialists may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrators, full-time interventionist, or instructional coach above third grade. The state superintendent of education will certify that each local reading specialist has the qualifications to serve in this capacity based on verification by the local superintendent.

**DUTIES AND RESPONSIBILITIES**

In order to ensure that all students are reading on or above grade level by the end of third grade, the job of the ARI-funded local reading specialist(s) outlined in the Alabama Literacy Act will include the following as evidenced by student reading achievement and growth:

- a. Collaborating with the principal to create a strategic plan for coaching to support and measure the impact of reading instruction according to the science of reading, school baseline data, and data from approved early reading assessment systems.
- b. Facilitating school-wide professional development and monitoring and measuring the impact of transfer to practice.
- c. Modeling effective science of reading instruction for teachers that is explicit, systematic, inclusive of detailed explanations and more extensive opportunities for guided practice, error correction, and feedback.
- d. Coaching and mentoring teachers daily via planned coaching cycles based on data and gradually releasing responsibility to teachers.

- e. Facilitating data analysis discussions and supporting teachers by using data to differentiate instruction according to the needs of students by adhering to the framework of tiered instruction.
- f. Fostering multiple areas of teacher professional learning, including exceptional student education and content area knowledge, and making adjustments based on data.
- g. Prioritizing time for those teachers, activities, and roles that will give the greatest impact on student reading achievements, such as coaching and mentoring in classrooms, as evidenced by coaching logs, student impact data, and site visit data.
- h. Monitoring the reading progress of all students a minimum of three times per year and making recommendations for the adjustment of instruction according to student-specific needs identified from multiple data points and aligned with the science of reading as specified in the strategic plan for coaching.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

**EMPLOYMENT TERMS:** A nine-month contract is required in order to fulfill these job responsibilities. It is also expected that local reading specialists support summer learning efforts, and it is recommended that any addition to a nine-month contract be supplemental and not an extended contract.

**EVALUATION AND SUPPORT:** Alabama Reading Initiative (ARI) local reading specialists will be evaluated according to quantitative and qualitative data measures. Summative and formative student assessment data, surveys, and site visit reports will be used in determining local reading specialists' effectiveness and that of the overall program and process effectiveness. Support for local reading specialists will be provided by ARI regional literacy specialists according to specifications outlined in the Alabama Literacy Act 2019-523.

**SELECTION:** Districts must carefully consider the selection of the ARI-funded local reading specialist(s) whose qualifications align with the Alabama Literacy Act 2019-523.