



NOTICE OF VACANCY

Sheffield City Schools

ALABAMA READING INITIATIVE (ARI) SPECIALIST FTE-1.00,
Willson Elementary School

Category: Certified/Professional

Contract Period: 9.5 months contract (187 days) 2020-2021 school year

Qualifications: Applicant must: hold an appropriate teacher certification in Elementary Education; with advanced coursework or professional development in science of reading; have two years of classroom experience of leading reading instruction and intervention with students; be able to utilize technology to analyze multiple sources of data; and be able to work with adults and students. **SEE ATTACHED JOB DESCRIPTION.**

Salary Schedule: Salary will be paid based on the approved state minimum salary schedule – classroom teachers as approved by the Board

Deadline: Open until filled

Other Information: Applicant must be willing to be involved in the total school program by being involved in the extra-curricular program of Willson Elementary School.

Posted: May 18, 2021

This position is posted with SearchSoft. ALL applications MUST be submitted through Teach in Alabama with ALSDE.

General Information for Applicants

1. Applications MUST be completed online with SearchSoft – (in TEACH ALABAMA) with ALSDE.
2. Applicants are subject to criminal and other background checks as required by the State Board of Education.
3. Qualified applicants are considered for employment without regard to race, color, religion, sex, national origin, age, marital or veteran status, disability, or any other legally protected status.
4. Depending on possible changes in enrollment, personnel transfers, or other factors, the position to be filled may be different from the indicated vacancy.

ARI LOCAL READING SPECIALIST JOB DESCRIPTION 2020-2021

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 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.

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.

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.

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 schoolwide 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 achievement, 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.