

**ANTELOPE ELEMENTARY SCHOOL DISTRICT**  
*Position Description*

**POSITION:** Literacy Lead Teacher

**TERMS OF EMPLOYMENT:** 183 Days-Teacher on Assignment

**REPORTS TO:** Director of Curriculum/Site Principal

**MINIMUM QUALIFICATIONS:**

- Five years of teaching experience at the elementary level
- Possess a Reading and Language Arts Specialist Credential
- Multiple grade level teaching experience
- Masters Desirable

**GENERAL SUMMARY**

Under the direction of the Director of Curriculum and Assessment and Site Principal, the Reading Specialist will fulfill two objectives in the area of literacy. First, to address the quality of instruction in the classroom, the lead teacher will model and demonstrate effective reading lessons. The lead teacher will also be responsible for providing tiered Response to Intervention literacy support to all students. Working with the Director of Curriculum, Site Principal, and Classroom Teachers, the Literacy Lead Teacher will identify Tier II & III students requiring strategic, intensive, and individualized support.

**PRINCIPLE DUTIES AND RESPONSIBILITIES**

As assessed by the Director of Curriculum and Assessment, the outcomes of the Literacy Lead Teacher's job performance will be as follows:

- Provide intensive reading instruction and intervention to identified students.
- Assist in developing and monitoring a school-wide Response to Intervention System for Reading.
- Assess student progress and monitor student achievement in reading.
- Assist teachers in disaggregating and interpreting data to improve the literacy program.
- Assist the Director of Curriculum with the implementation of a district-wide student assessment system.
- Demonstrate exemplary literacy instruction for K-5 staff through the following research based practices: observation, coaching, model lessons, collaborative lesson planning, and small and large group professional development.
- Provide strategies and practices for writing instruction, including assessment of writing skills and their relationship to reading.

- Attend Student Study Team, 504, IEP, and other meetings as necessary.
- Reports to the Board of Trustees as directed by the Director of Curriculum.
- Other duties as assigned.

### **PERSONAL QUALIFICATION**

- Evidence of strong interpersonal skills.
- Evidence of successfully teaching struggling readers.
- Evidence of success in working with adult learners.
- Evidence of strong planning and organizational skills.
- In depth knowledge of a variety of reading and writing instructional strategies necessary to support the Common Core State Standards for English Language Arts.
- Evidence of strong written communication and presentation skills.
- Strong commitment to team collaboration through Professional Learning Communities.

### **PHYSICAL REQUIREMENT**

- Ability to see for purposes of reading correspondence, documents, and other printed matter.
- Ability to hear and understand speech at normal levels and/or the telephone.
- Ability to communicate so others will be able to clearly understand a normal conversation in person, or on the telephone.

### **WORKING CONDITIONS**

Office working environment is subject to sitting at a desk or conference table for long periods of time, using computer and telephone for prolonged periods of time, and reaching in all directions.

### **EMPLOYMENT STANDARDS**

Physical condition and mental health necessary to maintain a rigorous work schedule. To perform this job successfully an individual must be able to perform each essential function satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.