

**SCHOOL DISTRICT OF SARASOTA COUNTY
JOB DESCRIPTION**

READING RECOVERY TEACHER

SALARY SCHEDULE: INSTRUCTIONAL

COST CENTER: DISTRICT-WIDE

QUALIFICATIONS:

- (1) Bachelor's Degree in Elementary Education or Early Childhood Education with Reading Endorsement, or Reading Certification, or Reading Recovery Certification or Master's Degree in one of the following areas: Elementary Education, Early Childhood Education, Educational Leadership, Curriculum and Instruction or Reading, with Reading Endorsement, or Reading Certification, or Reading Recovery Certification
- (2) Valid Florida Educator's Certificate
- (3) Three + years of highly effective Elementary teaching experience (Primary Preferred)
- (4) Minimum 3-year commitment to the program

JOB GOAL

To dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write. The objective of Reading Recovery is to promote accelerated learning so that students catch up to their peers, close the achievement gap as quickly as possible, and can benefit from classroom instruction with minimal supplemental help.

EXPECTATION

Candidate will successfully complete rigorous training which includes at least 9 graduate credit hours, weekly travel and class, Observational Survey training during pre-service week, and occasional full days of training during their first year in Reading Recovery. In addition, qualified candidates will continue to engage in pertinent, valuable and challenging training every year following.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. Skilled literacy teacher. Ability to provide K-2 grade level and/or schoolwide professional development. Effective communication and leadership skills. Strong organizational skills, including time management, record keeping, and detail oriented. Ability to reflect on teaching, open to change, and willingness to take feedback on own teaching. Committed to improving the performance of at-risk, low performing students. Ability to have excellent rapport with both adults and children. Ability to work effectively with peers, administrators and others.

REPORTS TO:

Principal or designee

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- * (1) Implement the Reading Recovery program in compliance with the Standards and Guidelines of the Reading Recovery Council of North America.
- * (2) Collaborate with colleagues on K-2 curriculum, assessments and interventions, and regularly demonstrate competence in front of peers.
- * (3) Teach four first-grade students per day individually for 30-minute daily sessions in school setting throughout the school year.
- * (4) Teach daily literacy small groups in primary grades.
- * (5) Provide literacy professional development to primary grade teachers and staff.
- * (6) Attend kindergarten, first-grade and second grade Professional Learning Community meetings.
- * (7) Serve as a member of the school Literacy Leadership Team.
- * (8) Attend regularly scheduled meetings including SWST/CARE meetings of Reading Recovery students as needed.
- * (9) Collaborate with all K-2 teachers, the schoolwide literacy team, administration and district personnel.
- * (10) Maintain progress monitoring data on all Reading Recovery students during the program year and all following years through fifth grade.
- * (11) Follow attendance, punctuality and proper dress code rules.
- * (12) Maintain confidentiality regarding all school matters.
- * (13) Keep supervisor informed of potential problems or unusual events. Respond to inquiries and concerns in a timely manner.
- * (14) Follow all School Board policies, rules and regulations.
- * (15) Exhibit interpersonal skills to work as an effective team member. Demonstrate support for the school district and its goals and priorities.
- * (16) Establish short and long-range goals based on student needs and District and state curriculum requirements.
- * (17) Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- * (18) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- * (19) Maintain a positive, organized and safe learning environment.
- * (20) Manage time, materials and equipment effectively.
- * (21) Use effective student behavior management techniques.
- * (22) Assist in enforcement of school rules, administrative regulations and School Board policies.
- * (23) Interpret data for diagnosis, instructional planning and program evaluation.
- * (24) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- * (25) Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
- * (26) Assist others in acquiring skills and knowledge in specific areas of responsibility.
- * (27) Engage in a continuing quest for personal growth through in-service, classes and study.
- * (28) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- * (29) Model professional and ethical conduct when dealing with students, peers, parents and the community.
- * (30) Perform and fulfill all professional responsibilities.
- * (31) Prepare all required reports and maintain all appropriate records.
- * (32) Sustained focus and attention to detail for extended periods of time.
- * (33) Perform other incidental tasks consistent with the goals and objectives of this position.

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.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approval compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

*Essential Performance Responsibilities