



Position Description

Reading Specialist

Salary Level: AEA

Contract/Benefits: AEA

Department or Area: Learning and Teaching

Reports To: Director of Literacy

Revised Date: June 3, 2025

*Prepared by: Melissa L. Smith,
Executive Director of Learning
and Teaching*

*Approved By: William Seng,
Executive Director of Human
Resources*

Qualifications:

1. B.S. or B.A. – Elementary Education
2. M.Ed. – Reading
3. Valid and current Pennsylvania Level II teaching certifications in Elementary/ Secondary Education and Reading Specialist Certifications
4. At least five years of highly successful teaching experience with positive student outcomes.
5. Has in-depth and specific knowledge of content, curriculum, instruction, and assessment.
6. Excellent interpersonal, problem-solving, organizational, and communication skills
7. Satisfactory work record and criminal/child abuse clearances (Act 34, 114, and 151)

Summary:

Position Overview

The Reading Specialist supports the design, implementation, and continuous improvement of evidence-based literacy instruction across classrooms and schools. This role centers on ensuring high reading achievement levels for all students through a Science of Reading-aligned approach to instruction, intervention, assessment, and professional development. The Reading Specialist works collaboratively with teachers, administrators, and district leaders to build sustainable instructional capacity and advance equitable literacy outcomes.

Essential Duties and Responsibilities:

School/District-Based Leadership

1. Assesses, diagnoses, and designs tiered interventions targeting specific student needs in reading and writing, aligned with the Science of Reading (SoR).
2. Supports the implementation and fidelity of the district's core literacy curriculum, ensuring alignment with SoR-aligned instructional practices.
3. Collaborates with district and school leaders to develop, monitor, and refine literacy frameworks and improvement plans.
4. Assists and serves on School Leadership Teams and District Literacy Teams.
5. Serves as an active member of the Child Study Team, helping to interpret assessment data and recommend instructional strategies or interventions.
6. Builds instructional capacity by mentoring and empowering teacher leaders.

7. Designs and delivers high-quality professional learning experiences independently and in collaboration with colleagues.
8. Provides leadership in planning workshops and in-service programs aligned with district goals and mandates.
9. Supports data-informed decision making for all student groups, including English learners and students with IEPs.
10. Models and supports structured literacy instruction grounded in cognitive science, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
11. Advocates for the use of high-quality instructional materials, assessment tools, and intervention programs aligned with SoR principles

Instructional Leadership

1. Utilizes a wide array of instructional approaches, resources, and technologies to assist teachers in designing, delivering, and assessing effective literacy instruction.
2. Supports the use of explicit, systematic, cumulative, and diagnostic instruction in reading and writing.
3. Serves as a resource for identifying evidence-based strategies and materials that address diverse learning needs.
4. Provides job-embedded support, mentoring, and modeling of lessons and instructional routines.
5. Collaborates with teachers to analyze student data, plan responsive instruction, and organize classrooms for effective learning.
6. Assists in scheduling and organizing instructional support for intervention blocks and paraprofessionals.

Assessment

1. Conducts universal screening, diagnostic, and progress monitoring assessments to inform instruction and intervention.
2. Assists in collecting, analyzing, and interpreting literacy data to guide school- and grade-level decisions.
3. Guides teachers in using assessment tools aligned with the Science of Reading (e.g., DIBELS, Core Program Assessments, LETRS-aligned assessments).
4. Supports the development and monitoring of intervention plans through the Child Study Team.
5. Meets regularly with principals and grade-level teams to review data and assess progress toward school literacy goals.
6. Monitors the fidelity and effectiveness of interventions and maintains accurate records of student achievement.
7. Oversees state and district literacy assessment logistics (e.g., PSSA, benchmark assessments) and ensures their effective use.

Professional Development

1. Designs and delivers ongoing professional development focused on academic standards, curriculum, instruction, assessment, and evidence-based intervention strategies.
2. Provides professional learning on Structured Literacy, including explicit instruction in phonology, sound-symbol relationships, syllable types, morphology, syntax, and semantics.
3. Offers differentiated support through whole-group workshops, small group trainings, coaching cycles, and individual consultations.
4. Facilitates professional learning communities (PLCs) that foster collaboration around data analysis, lesson design, and literacy best practices.
5. Provides targeted support for implementation of Structured Literacy routines and Science of Reading-aligned instructional strategies.
6. Participates in and contributes to all required professional learning for reading specialists and literacy leaders.
7. Maintains a comprehensive Reading Specialist's Log documenting services, outcomes, and impact.

Other:

1. Performs other tasks as related to the specific priorities and goals of the district as identified by the Director of Literacy, Executive Director of Learning and Teaching, or Chief Academic Officer

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Meets commitments made to employees; Focuses on resolving conflict; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Contributes to building positive morale; Puts success of team above own interests and recognition.

Leadership Skills

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results; Exhibits confidence in self and others; Accepts feedback from others; Gives appropriate recognition to others; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Observes safety and security procedures when appropriate; Identifies and resolves problems in a timely manner; Gathers and analyzes facts in problem-solving; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Monitors own work to ensure quality; Takes responsibility for own actions; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the coach is regularly required to talk or hear. Specifically, the coach must be capable of hearing forty (40) decibel loss maximum. Specific vision requirements include seeing with acuity of twenty (20) inches or less and far acuity of at least twenty (20) feet with normal depth perception, field of vision, and accommodation. The teacher is required to use hands to fingers or handle documents, telephone, etc. The employee is required to stand and walk for sustained periods of time throughout the district and climb stairs. The employee must be capable of receiving oral communication and/or conveying details and/or important instructions to employees accurately and quickly, using good judgment.

Evaluation:

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____ Date: _____
Individual serving in this position

