

## **Role of the Support Reading Teacher –**

Provides specialized direct, explicit literacy instruction to struggling readers. The roles of the support reading teacher are instructional, assessment related, and literacy leadership.

- a. **Instruction** – to support, supplement and extend excellent classroom instruction by working with teachers individually or collectively to improve and maintain reading instruction utilizing the District adopted core reading program and intervention supports.
  - i. Provides specialized direct, explicit literacy instruction to struggling readers.
    1. Coteach a class of students reading instruction during the literacy block
    2. Teach a class of students during the Rtl / Differentiated Block
  - ii. Team with classroom teacher to instruct students (small group, teacher-led differentiation during reading block)
  - iii. Assist the teacher in grouping students and pacing instruction
  - iv. Introduce or model teaching techniques and instructional strategies
  - v. Model lessons
  
- b. **Assessment** - Data on student performance in reading from both formal and informal assessments provide valuable information to help teachers adapt instruction for individual students. Valid and reliable assessments of reading progress provide key information that allows teachers to target instruction for individual students, and allows them to determine when further adjustments need to be made because of a lack of reading progress.
  - i. Assess reading strengths and needs of students and provide such information to building administration, coaches, and classroom teachers.
  - ii. Generate student data for review and analysis from NYS ELA NGLS assessments, benchmark assessments, or screening measures, progress monitoring assessments and as warranted, diagnostic tests.
  - iii. Use assessment results to plan and implement appropriate reading instruction, supplemental materials, and interventions.
  
- c. **Leadership** – Reading Teachers can be a resource to other educators. They may be asked by their building administrator to suggest ideas, strategies or materials to enhance instruction.
  - i. As requested:
    1. model strategies for teachers and demonstrate collaborative lessons
    2. facilitate grade level meetings and professional development