

Job Title:	Reading Interventionist	Wage/Hour Status:	Exempt
Reports to:	Principal	Pay Grade:	TBA
Dept./School:	Assigned Campus	Date Revised:	June 6, 2024

Primary Purpose

Provide a student-centered approach to intervention and targeted instruction that effectively works to close achievement gaps and improve specific literacy and reading skills needed to contribute to their academic growth to master grade level standards. Work directly with students and collaborate with teachers to design methods of learning that are most appropriate for each student. Support the principal and teachers to advance student achievement and progress in reading.

Qualifications

Education/Certification

Bachelor's Degree from accredited institutions

Valid Texas teaching certificate with required endorsements

Valid Texas teacher's certification in Bilingual, ESL, special education, and/or specialization in literacy

Texas Reading Academies certificate of completion (if servicing students Pre-K-5)

Special Knowledge/Skills

- In-depth knowledge of reading, writing, and literacy development
- In depth knowledge of Response to Intervention (RtI) process and tiered instruction
- In-depth knowledge of reading research-based instructional strategies (RBIS), instructional materials, and resources essential to provide effective reading intervention and supports
- Demonstrated experience implementing intensive early reading intervention to students
- Ability to administer and interpret diagnostic reading assessment instruments and collect, disaggregate, and analyze data to develop strategies to target areas of need and monitor progress
- Strong organizational, collaboration, and interpersonal skills
- Strong planning and delivering of professional learning skills
- Ability to manage and prioritize time wisely and effectively

Experience

Minimum of three (3) years teaching experience with a specialization in literacy/reading

Major Responsibilities and Duties.

Instructional and Program Management

1. Collaborate with campus administrators, teachers, and the teaching and learning department to plan and deliver targeted student interventions aligned with the district's RtI plan.
2. Coordinate the What I Need (WIN) period in collaboration with campus leadership (admin, teaching coaches).
3. Utilize the literacy/reading screener and other assessment data to develop an intervention plan for identified students.
4. Meet regularly with principal and school leadership team to plan supplemental reading instruction that correlates with the individual student's needs or as requested by the classroom teacher or counselor.
5. Utilize best practices for intervention including direct instruction, small group instruction using the push-in model, co-teaching, and the use of decodable texts to build conceptual understanding.
6. Support the implementation of the written curriculum with fidelity.
7. Establish and use behavior management techniques, which are appropriate and effective.
8. Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.
9. Collaborate with teachers individually to identify the reading needs of students to set learning goals and targets, and to problem solve to develop best practices for continuous academic growth of students in reading.
10. Attend district level instructional, intervention, reading content knowledge development sessions, and professional learning events to promote professional growth.
11. Serve as an "in-house" campus-based resource that provides a crucial link to address the needs of early literacy, oral language development, and reading difficulties.
12. Administer group and individual assessments to students, as needed.

13. Plan and develop special literacy and reading projects in collaboration with other campus support staff; assists with planning according to data and assessments.
14. Maintain and submit accurate records of students' progress.
15. Serve as a member of the campus Student Support Team for at-risk students.
16. Coordinate the RtI program with the campus special education team.
17. Support the implementation of the written curriculum with fidelity.
18. Provide guidance and support in the implementation of reading intervention programs.

School/Organizational Climate

19. Participate in campus and district meetings and committees, as required.
20. Create effective and productive student-centered learning environments.
21. Provide support to teachers on the implementation of reading instructional resources.
22. Display high visibility and effective communication skills on campuses to support and observe reading interventions, research-based instructional strategies, and program implementation.
23. Exemplify effective problem-solving methods that are customer-service oriented.
24. Utilize excellent oral and written communication and interpersonal skills.
25. Display a strong ability to work independently as a self-starter with excellent time management skills.
26. Participate as an effective team member who contributes to campus, program, and individual goals.

School/Organizational Improvement

27. Collaborate with district and campus administrators and teachers to evaluate student achievement to place students in the appropriate intervention and identify/delivering support services.
28. Analyze data from formative, interim, summative, and literacy reading screeners to monitor student progress, group students, and plan focused student interventions.
29. Work in partnership with the principal and school leadership team to review and analyze multiple sources and types of student data to identify student learning needs to inform instructional decisions.
30. Provide instructional support to meet culturally and linguistically diverse student needs.

School/Community Relations

31. Promote a positive image of the campus and maintain a positive working relationship with students, parents, and the community.
32. Regularly communicate with campus and district staff and parents regarding student progress.
33. Clearly articulate the district's literacy vision, mission, instructional philosophy and framework, and reading intervention strategies to the community and solicit support in realizing the district's mission.
34. Work with principals, central office staff, parents, and community members to resolve teaching and learning issues/challenges in a timely manner.
35. Employ collaborative decision-making and problem-solving processes.

Professional Growth and Development

36. Establish ongoing goals for professional learning to remain open to change and innovation to meet the needs of all students.
37. Identify new research in the areas of reading instruction and interventions to support decisions, and apply new knowledge and skills to improve programming, student support, and campus systems.
38. Actively participate in professional learning opportunities and ensures the dissemination of current educational research to positively enhance teaching and learning.
39. Exhibit flexibility in performance of assigned duties.
40. Seek, accept, and respond to coaching and feedback from supervisor, staff, and peers.

Physical and Mental Job Requirements

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress.

Work with frequent interruptions; occasional prolonged and irregular hours, prolonged use of computer.

Terms of Employment

192 days; salary to be established by the Board

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: _____
Job Title: _____
Date: _____

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I have read and understood the contents of this job description. I acknowledge that my performance evaluation will be based on stated duties/responsibilities. I am also aware that my position is funded with external funds (State Compensatory Education or federal) and my job duties/responsibilities must comply with the respective Program requirements.

Employee Signature: _____ Date: _____

I hereby certify the above information to be true and correct. The employee will be supervised to ensure that work performed by the individual listed above is compliant with respective Program requirements.

Supervisor Signature: _____ Date: _____

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El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.