

<b>Job Title:</b>	High School Reading Support Teacher	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Principal/ MTSS Facilitator Literacy	<b>Pay Grade:</b>	TBA
<b>Dept/School:</b>	Assigned Campus	<b>Date Revised:</b>	August 4, 2023

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### **Primary Purpose**

This position will be responsible for providing individualized instruction to high school students who struggle with reading, scheduled in courses designed to provide a continuum of reading support. Will work with students to develop their reading skills, comprehension, and fluency. Work with students to develop strategies for overcoming reading challenges encountered across content areas and support students with setting learning goals and targets to achieve academic growth in reading.

### **Qualifications**

#### **Education/Certification**

Master's Degree in Reading or additional reading certification (preferred)  
Valid Texas School Teacher Certificate

#### **Special Knowledge/Skills**

- 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
- In-depth knowledge of reading, writing, and literacy development
- In depth knowledge of 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 reading intervention to students
- Strong organizational planning, collaboration, and interpersonal skills

#### **Experience**

Minimum of three (3) years of teaching experience working with students who struggle with reading

### **Major Responsibilities and Duties**

#### **Instructional Strategies**

1. Provide individualized instruction to high school students who are struggling readers.
2. Use universal screening data to identify students who are at risk for reading difficulties.
3. Administer diagnostic assessments to determine students' specific reading needs.
4. Develop individualized reading intervention plans that are aligned with the MTSS/RTI framework.
5. Provide instruction that is tailored to students' individual needs and learning styles.
6. Monitor student progress and adjust instruction as needed.
7. Develop and implement reading intervention plans for individual students.
8. Work with teachers, parents, and other professionals to develop individualized reading intervention plans.
9. Ensure that intervention plans are aligned with the MTSS/RTI framework.
10. Implement intervention plans that are effective in helping students improve their reading skills.
11. Monitor student progress and adjust intervention plans as needed.
12. Use data from reading assessments to track student progress.
13. Adjust instruction as needed to ensure that students are making adequate progress.
14. Work with teachers to provide support for students in the general education classroom.
15. Administer reading assessments that are aligned with the MTSS/RTI framework.
16. Interpret assessment data to identify students' reading strengths and weaknesses.
17. Use assessment data to develop and implement effective reading interventions.
18. Maintain accurate records of student progress on reading assessments.
19. Document the implementation of reading interventions.
20. Share student progress data with teachers, parents, and other professionals.

**Student Management**

- 21. Counsel with students and parents regarding academic, social progress, and attendance.
- 22. Act as a positive role model and communicate the mission, vision, and goals of the school to students, colleagues, parents, and families.
- 23. Establish, maintain, and communicate with campus and District administration clear expectations for student behavior.
- 24. Organize a safe, accessible, and efficient classroom for all students while leading a mutually respectful and collaborative class of actively engaged learners.

**Policy, Reports and Law**

- 25. Uphold and enforce school rules, administrative regulations, and Board policy.
- 26. Establish control in the classroom and administers discipline and punishment in accordance with Board policies and administrative regulations.
- 27. Compile, maintain, and file all reports, records, and other documents required.

**Communication**

- 28. Communicate with teachers, parents, and other professionals about student progress.
- 29. Collaborate with parents to develop and implement home-based reading interventions.
- 30. Consults with other professionals, such as school psychologists and speech-language pathologists, to develop comprehensive plans for students with reading difficulties.

**Professional Growth**

- 31. Promote professional growth by attending staff development programs that meet individual needs as well as to acquire the skills and knowledge for strong student support.
- 32. Participate in professional learning to implement tools and resources and prescribed.
- 33. Attend all required meetings, such as MTSS/RTI team meetings and parent-teacher conferences.
- 34. Perform other duties as assigned by supervisor.

**Supervisory Responsibilities**

Supervise paraprofessionals, volunteers, and student teachers when assigned

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress. Frequent Districtwide travel and frequent prolonged working hours.

**Terms of Employment**

187 days; salary to be established by the Board of Trustees

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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: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Rosa Ramos, at 230-2031; Section 504 inquiries regarding students may be referred to Kelly Ball 230-2856.

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, Rosa Ramos al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball 230-2856.

