



Job Description

Type: Certificated

Status: Active

Reading Intervention Specialist

Reports To: Principal

Evaluates: N/A

Supervises: N/A

Job Goal

The function of the Reading Intervention Specialist is to plan and carry out a comprehensive intervention program for struggling readers. Services may supplement or replace the regular reading instructional program in grades K-6.

Essential Job Functions • Required Knowledge and Abilities

Provides individual and small group instruction in reading in both regular and reading lab classrooms; analyzes state and local assessment data to focus targeted intervention on individual or subgroups of students; diagnoses reading problems and evaluates reading progress of pupils referred for additional instruction in reading; observes students in regular classroom setting; maintains progress records of each pupil and prepares required reports for school and state; assists classroom teachers in organizing reading programs, selecting materials, suggesting diagnostic and teaching techniques, introducing new ideas and relating their instructional program to special needs of pupils; demonstrates teaching methods and materials for reading instruction; confers with pupils, teachers, parents, administrators, and specialist personnel regarding the reading program; demonstrates teaching and classroom management control strategies that are considered appropriate and effective in meeting the needs of each student in both academic and nonacademic areas; works closely with Assistant Superintendent of Educational Services and principals on the needs and progress of the reading program; assists with Multiple Assessment, providing assistance to teachers and principal; fosters positive attitudes toward reading; communicates effectively and works cooperatively with all other school district personnel, parents, and other agencies in the best interest of each student; updates knowledge and expertise through attending meetings, inservice programs, conferences, and reading current literature; performs other duties as assigned.

KNOWLEDGE OF: Appropriate subject matter curriculum as well as current developments in the fields of child development, effective research-based reading assessment, instruction and intervention programs and strategies; health and safety practices (CPR, First Aid, etc.); current state and local assessment procedures; CDC and District policies; audiovisual equipment.

ABILITY TO: Relate well to pupils, parents, other teachers, and school administrators; show mature judgment; provide an educational program for students; assist where required in other school programs; maintain classroom control; preserve suitable learning conditions through strong organizational and communication skills; analyze various group and individual student assessment data (both formative and summative) to evaluate student progress; modify instruction in response to evaluation of formative and summative achievement data; be sensitive to the needs of children and parents of different ethnic, cultural, education, and economic backgrounds; treat each child with dignity and respect.

Minimum Qualifications

Hold or be eligible for certification of NCLB compliance as a Highly Qualified Teacher

Hold valid California multiple subject teaching credential and one of the following: Reading Specialist Credential or Certificate

Completed coursework to qualify for application for certificate or California single subject credential in English Language Arts; At least three years of classroom teaching experience; knowledge of advanced reading and diagnostic methodologies; CLAD, BCLAD or equivalent; Bilingual in Spanish and English desirable.

Terms of Employment

Categorically funded; Full -time (185 days) 185 day work year; Current DMV Clean Driving Record Report
Criminal Justice Department Fingerprint Clearance; Pre-employment physical

Working Conditions

ENVIRONMENT	Classroom and other school site environments
PHYSICAL ABILITIES	Lift and carry items up to 20 lbs. Hearing and speaking to exchange information Seeing in order to monitor and supervise students in classroom and in large outdoor areas Bending at the waist, kneeling, crouching, or reaching to assist students and to retrieve & store materials Walking and standing for extended periods of time to provide instruction Sitting in order to work at desks or tables Exposure to climatic elements and intermittent noise; frequent interruptions Potential for contact with blood-borne pathogens and communicable diseases

HAZARDS