

## **SAN CARLOS SCHOOL DISTRICT**

### **READING INTERVENTION TEACHER**

#### **BASIC FUNCTION:**

Under the direct supervision of the assigned principal, the Reading Intervention Teacher provides a literacy support program for identified students; assists in other school programs as assigned; collaborates with other teachers/specialists to improve the performance of identified students so that they may become independent and successful readers/writers; and evaluates and monitors student progress and adjusts programming accordingly to meet individual student needs.

#### **ESSENTIAL DUTIES:**

- Develop and teach reading and writing across grade levels utilizing research-based intervention materials for struggling learners
- Select and adapt reading instruction materials; Provide individualized and/or group reading instruction adapting the curriculum to the needs of students with varying learning abilities, attitudes, and cultural backgrounds
- Provide site leadership/professional development and assist in modeling/coaching/collaboration with other teachers in effective reading instruction and implementation of reading and literacy strategies
- Provide teachers with support to implement guided reading, read alouds and other aspects of our literacy program including support of reading in content areas in alignment with Common Core standards
- Assess and monitor student progress frequently (through formal and informal assessment measures), analyze student assessment data and refine intervention to address individual student needs
- Work closely with classroom teachers and education specialists to identify students in need including participation in Student Success Team meetings for students struggling in reading and/or writing
- Serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English learners
- Provide on site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of the reading intervention program
- Organize systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Maintain discipline in a positive manner by establishing good, wholesome rapport through healthy relationships between individuals involved in the learning processes and in accordance with District policy and site procedures.
- Keep appropriate records (including attendance), prepare progress reports, and effectively communicate with students, teachers, supervisors, and parents including conferencing in a timely manner
- Collaborate with other Reading Intervention Teachers, general and special education teachers and district leaders to support coordinated district-wide reading programs
- Provide parent education to help parents support reading and literacy skills in the home
- Maintain professional competence through participation in professional growth activities, embrace a growth mindset and the belief that all students can become successful readers
- Assume responsibility for a reasonable amount of non-teaching activities such as attending teachers' meetings, professional development, in-service training, reading/writing curriculum discussions, student supervision, and other similar activities
- Perform other specific duties as indicated by program/content area and grade level, or as directed by supervisor.

#### **KNOWLEDGE AND ABILITIES:**

- Knowledge of current research on instructional practices aligned to Common Core State Standards
- Knowledgeable about current approaches to teaching and structures for differentiated instruction
- Knowledge of a variety of reading strategies to meet the diverse needs of students with a wide range of backgrounds including cognitive, social and emotional levels
- Ability to plan, organize, develop and implement a comprehensive instructional/intervention plan for students with learning gaps
- Ability to analyze assessment data to inform and drive targeted instruction according to student need
- Knowledge of SDAIE and Sheltered teaching strategies with English Language Learners
- Ability to work comfortably with students, staff, parents, and the community, from diverse backgrounds, while being responsive to their needs
- Ability to use technology and integrate programs to efficiently meet student's literacy needs including blended learning
- Effective interpersonal, communication, conflict resolution, time management, and record keeping skills
- Proficiency in a second language preferred

**EDUCATION AND EXPERIENCE AND OTHER REQUIREMENTS:**

- A work history demonstrating reliability and good attendance.
- Ability to pass a Department of Justice (DOJ) fingerprint clearance
- Completion of a Bachelor's degree
- Possession of a valid California Multiple Subject Credential with a Reading Specialist Certificate or similar CTC credential or authorization
- Possession of an English Learner certificate (EL, CLAD or BCLAD)
- Successfully passed a CTC approved subject matter exam, currently CSET: Multiple Subjects (all 3 subtests) or (if qualified) has successfully met the ESEA HOUSSE option requirements.
- Positive, successful record as an educator (2 or more years) teaching primary grades
- Training in foundational reading skills and related trainings and/or Reading Recovery/Reading Specialist experience, preferred
- Within 60 days of start, provision of TB (tuberculin) clearance, as mandated by the California Education Code

**WORKING CONDITIONS ENVIRONMENT:**

- Indoor and outdoor work environment.
- School setting environment

**PHYSICAL DEMANDS:**

- Visual ability to read handwritten or typed documents and the display screen of various office equipment and machines.
- Able to conduct verbal conversation in English or other designated language.
- Able to hear normal range verbal conversation (approximately 60 decibels.)
- Able to sit for extended periods of time.
- Able to stand for long periods of time may also be required.
- Dependent on class/student assignment, the employee may occasionally lift, push, pull and/or move up to 50 pounds.
- Repetitive bending at the waist as well as kneeling, stooping, crouching to assist students is also required.
- Employees may reach overhead as well as above the shoulders and horizontally.
- Dexterity of hands and fingers to demonstrate activities or run instructional equipment is required.