AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**TEACHER DYSLEXIA INTERVENTIONIST**			FLSA STATUS:	**EXEMPT**
PAY GRADE:	**PPfT**	DUTY DAYS:	**187**	DATE REVISED:	**02/19/2026 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS:

A Bachelor's degree from an accredited college or university is required. This position requires a valid Texas Special Education teaching certificate in the level of assignment. Advanced credentials, including Certified Academic Language Therapist (CALT), Certified Academic Language Practitioner (CALP), Structured Literacy Dyslexia Interventionist (SLDI), Structured Literacy Dyslexia Specialist (SLDS) are preferred. A minimum of three years of experience of successful classroom teaching is preferred. Experience working with students with reading difficulties is highly preferred.

SKILL REQUIREMENTS:

This position requires the ability to apply knowledge of current education and instructional practices that align to the Science of Teaching Reading, Structured Literacy, Special Education laws and requirements, and . Incumbent must have an understanding of child and adolescent development and have the skills to manage student behavior. Incumbent must have an understanding of learning disabilities, including evaluation of learning disabilities through special education. Incumbent must have the ability to communicate effectively using a variety of media, work with others as a team, organize and maintain records, manage time and resources effectively and efficiently, and evaluate performance and provide constructive feedback. This position requires a strong knowledge of internet and web-related technology and a variety of technology applications and platforms and have the ability to instruct students using a variety of technology applications. Incumbent must be able to support students with computer set-up, navigation, and technology issues. This position requires the ability to read, write, and speak English and Spanish fluently.

JOB PURPOSE AND RESPONSIBILITY

Incumbent is responsible for providing dyslexia intervention to small groups of students in alignment with the Texas Dyslexia Handbook (2024), gathering referral data during the evaluation process, developing Individualized Education Programs (IEPs) to reflect the strengths and needs of students with dyslexia, and completing IEP progress reports to document student growth. Incumbent will serve as the provider of dyslexia instruction and the member of the Multidisciplinary Team and ARD committee with knowledge of the reading process, dyslexia and related disorders, and dyslexia instruction. Incumbent will support administrators, staff, and families with understanding of dyslexia identification, provision of services, and support students with dyslexia, as outlined by the Texas Dyslexia Handbook.

ESSENTIAL FUNCTIONS:

Instructional Practice

- Serve as a provider of dyslexia instruction (PDI), implementing direct dyslexia instruction using a district-approved dyslexia program.
- Serve as the campus dyslexia member of the Multidisciplinary Team and Admission, Review, and Dismissal (ARD) Committee.
- Keep detailed records of the provision of dyslexia instruction.
- Oversee campus materials orders for student dyslexia consumables at the start of each semester for all campus PDIs.

- Collect academic data to support special education evaluations when dyslexia is being considered.
- Assist with dyslexia screening.
- Develop and implement Individual Education Programs (IEPs) in accordance with state and federal guidelines.
- Use approved high-quality materials and identified research-based intervention resources focused specifically on individual student needs.
- Collect and analyze student data to inform and adjust instruction and provide ongoing feedback to students.
- Establish systems and structures that create a safe, accessible, and inclusive learning environment.
- Create a sense of shared responsibility and equitable behavior expectations.
- Demonstrate high academic and behavioral expectations for all students.
- Work collaboratively with case managers and general education teachers to enhance student support.

Professional Growth and Responsibilities

- Register and complete the Texas Education Agency's (TEA's) Texas Dyslexia Academies (TDAs) and TEA's Guidance for the Comprehensive Evaluation of a Specific Learning Disability training.
- Engage in ongoing professional learning, goal setting, reflection of practice, and application of new learning to increase student growth. Engage in opportunities to continuously improve cultural competence, equity, and access.
- Attend all district-required training and professional learning sessions regarding intervention resources and best practices in the field of education and intervention.
- Collaborate with staff, students, and families/caregivers in order to improve practice, support students, and increase student success.
- Accept feedback to improve instructional practice.
- Contribute to meeting of campus/district goals and expectations.
- Maintain detailed records documenting intervention structures and delivery, and progress monitoring results.
- Support campus staff with training and usage of high-quality, research-based intervention resources and practices.
- Collaboratively plan, design, and implement effective lessons in alignment to state and local standards.
- Communicate with colleagues, students, families/caregivers, and community members to build and maintain positive relationships, promote respect, inclusiveness, and maintain a positive school climate and culture.
- Communicate with families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.
- Demonstrate and apply strong content knowledge to enhance student mastery of objectives.
- Maintain professional expectations of educators which include professional ethics, adherence to state and federal legal code, and District policies.

- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; extensive walking may occur, occasional bending/stooping, pushing/pulling, and twisting. Special Education teachers may also be required to pick up students, restrain students as needed

needed, and spend large quantities of time on the floor sitting, squatting, and/or kneeling.

Motion: Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying 20-40 pounds

Environment: Services are generally provided within a standard campus/classroom or office environment. Incumbent should be willing to contribute directly or indirectly to the development of children both inside and outside the classroom, which may include working hours in addition to the regular school day

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

PERSONAL WORK RELATIONSHIPS:

Incumbent will receive ongoing observation, feedback, and coaching as part of the annual teacher evaluation process. This includes regular informal walkthroughs and formal observations. It is expected that less experienced incumbents will receive additional guidance on instructional matters and that those with more experience will serve as mentors, providing suggestions, guidance, and assistance as appropriate or necessary. It is expected that some incumbents will be more involved in planning and coordinating departmental activities. The supervisor may provide detailed instruction regarding changes in policies, procedures, or laws or in reference to unusual circumstances or problems. Incumbents have significant contact with students, parents, and other school staff to provide instruction, offer guidance, exchange information, and develop social skills of students. Incumbent may also maintain contacts within the community to enrich the content of materials and utilize additional instructional methodologies (e.g., take field trips, invite guest speakers).

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	