



JOB TITLE: Reading Recovery Teacher/Title Teacher/Interventionist

DEPARTMENT: Instruction

REPORTS TO: Building Principal

FLSA STATUS: Exempt

EMPLOYMENT STATUS: Full time (teacher calendar)

**MINIMUM JOB REQUIREMENTS:**

Education: Prefer Master's Degree in reading and/or extensive training and experience in elementary reading instruction

Experience: Has demonstrated the knowledge of best instructional practices and research-based intervention practices.

Skills: Analyze assessment data and provide real-time push-in and pull-out research-based interventions.

**SUMMARY:**

**ESSENTIAL JOB FUNCTIONS:** *These statements are intended to describe the responsibilities assigned to the position and are not intended to represent an exhaustive list of all responsibilities, duties and skills required.*

1. Gather, organize and interpret assessment data on identified students.
2. Utilize best practices instructional strategies and research-based intervention curriculum materials to meet the learning needs of identified students.
3. Provide direct instruction to students identified for reading services in individual, small group and/or full classroom settings.
4. Analyze existing student achievement data and administer student assessment and progress monitoring instruments as needed to aid in progress monitoring of students.
5. Maintain accurate student records, parent communications and student progress data reports.
6. Conducts and participates in needed parent conferences and telephone conferences.
7. Strives to maintain and improve professional competence through professional development activities.
8. Coordinates in discussion or activities focused on using research to improve reading/language arts teaching.

**ESSENTIAL BEHAVIOR:**

Ability to use sound judgment in any situation. Ability to deal successfully and rapidly with changes in assignments and properly respond to applicable correspondence/communication received. Ability to project a professional company



image through in-person, phone, and electronic interaction. Ability to build and foster harmonious rapport and work cooperatively with District staff and the public while achieving the objectives and goals of the position. Ability to handle problematic and/or difficult situations professionally by communicating with the appropriate person.

**ATTENDANCE STATEMENT:**

Able follow district attendance guidelines.

**ENVIRONMENTAL CONDITIONS:**

Typical office and school environment.

**PHYSICAL STANDARDS:**

Mobility as in standing and waling to perform job responsibilities, i.e., giving presentation, travel to job sites, etc.; sitting for extended periods of time; Seeing, hearing, talking so to deliver interventions clearly to students.