

Job Description

Position Title: Reading Intervention Teacher

Location: L.E. Berger Elementary School

Department: Curriculum & Instruction

Reports To: Building Principal

Term: Contracted for remainder of 2025-2026 school year

Schedule: Mon-Fri Full-time

Salary: Positions follows the [2025-2027 Teacher Salary Schedule](#).

Date of last review: October 2025

SUMMARY: The Reading Intervention Teacher creates an engaging, nurturing, and safe learning environment that allows learners to develop their physical, social, and emotional wellbeing; providing instruction, future-ready skills, knowledge, and dispositions to be compassionate, lifelong-learners, and contributing citizens in a rapidly changing world.

To Apply: Please complete the application and include up-to-date, relevant submissions of your resume, letter of interest, and three letters of recommendation. Please also include your transcripts and a copy of your licensure through ESPB, if available.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty and requirement satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required for the role. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

ESSENTIAL DUTIES AND RESPONSIBILITIES: *(Other duties may be assigned)*

Collaboration:

- Develops positive, effective working relationships with learners and staff.
- Engages with other district staff in the professional learning community process.
- Supports Classroom Teachers in collaboration of activities to support all learners.
- Serves as a resource and support person for learners in multi-tiered systems of support for reading.
- Develop instructional materials and coordinate the delivery of instruction by support staff.

Communication:

- Demonstrates exemplary classroom reading instruction and possesses a deep understanding of reading theory for the purpose of improving learner achievement.
- Connects and shares ideas through appropriate/applicable formats to express thoughts and ideas with integrity.
- Utilizes effective communication skills to facilitate connection and sharing of thoughts and ideas in multiple formats with diverse audiences.
- Establishes and clearly articulates procedures and routines that promote efficiency and appropriate use of time.

- Clearly communicates the instructional purpose of each lesson and makes connections to prior learning.
- Engages learners in meaningful direct instruction, guided practice, and independent practice.
- Utilizes questions, discussions, and dialogue that promote critical thinking about diverse perspectives, viewpoints, and experiences.

Compassion:

- Proactively seeks to understand the ideas, opinions, and skills of others.
- Empowers learners to be critical thinkers, enthusiastic learners, skillful researchers, and ethical users of information.
- Understands the complexities of cultural and global issues and how they relate to employee and learners' experiences.
- Partners with others to resolve potential controversy and conflict through respectful discussion.

Creativity:

- Connects with team members and shares ideas in an effort to improve the overall learner and employee experience.
- Utilizes creative, critical thinking skills when faced with challenges.
- Designs assessments that are aligned to the standards and learning targets and provides frequent opportunities for authentic and meaningful assessments.
- Establishes a culture that values high expectations, work ethic, and a growth mindset.

Critical Thinking:

- Reasons, interprets, and analyzes information to generate new knowledge and understanding.
- Demonstrates knowledge of content and pedagogy; explicitly connecting key concepts to develop learner skills.

Reflection:

- Demonstrates understanding of the diverse social, emotional and developmental learning needs of learners.
- Maintains communication with supervisor and director regarding general feedback, career advancement opportunities, and areas of growth opportunities.

Resilience:

- Maintains composure while dealing with stressful situations.
- Proactively seeks out resolutions and takes initiative to resolve knowledge gaps.

Responsibility:

- Utilizes district guaranteed and viable curriculum including the scope & sequence of academic and social emotional learning targets along with the defined proficiency scales.
- Analyzes learner data as a method for reflection and continuous improvement.
- Plans a program of study that meets the individual needs, interests, and abilities of the learners.
- Utilizes district behavioral plans as a backbone to promote positive learner behavior.
- Fosters a safe and equitable learning environment.
- Utilizes the district protocol for maintaining information on learner progress.

- Utilizes knowledge of applicable federal and state laws regarding education and learners.
- Creates an environment that is conducive to learning and appropriate to the maturity and interests of the learners.
- Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to learners.

PHYSICAL DEMANDS AND WORK ENVIRONMENT: *The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- While performing the essential duties and responsibilities of this role, the employee is regularly required to reach with hands and arms.
- While performing the essential duties and responsibilities of this role, the employee is regularly required to stand, walk, bend, talk, and hear.
- The specific vision abilities required for this role include close and peripheral vision.
- The employee may be required to lift up to ~30 pounds.
- The employee must work with the public and various WFPS staff while simultaneously managing several competing demands.
- The employee may come in contact with bloodborne pathogens or other bodily fluids on rare occasions.
- The employee will work in an environment that has a quiet to loud noise level.

EDUCATION AND/OR EXPERIENCE:

- North Dakota Teaching License with appropriate accreditation to teach grades PK-3 or K-8/1-8.
- Bachelor of Arts or Bachelor of Science degree in Elementary Education or Early Childhood Education.
- Prior experience developing and implementing Individual Education Plans (IEP).
- Prior experience managing complex learner behaviors is preferred.
- Prior experience working in a Special Education classroom is preferred.
- Prior teaching experience is preferred.
- Prior experience working in an elementary school setting preferred.

LANGUAGE SKILLS:

- Ability to read, write, and comprehend simple instructions and short correspondences in the English language.
- Ability to communicate effectively verbally, expressively, and reactively.

OTHER SKILLS AND ABILITIES:

- Exercise confidentiality, discretion, and good judgement.
- Adhere to the assigned work schedule by maintaining regular and punctual attendance.

SUPERVISORY RESPONSIBILITIES:

- None.