



Gila Crossing Community School

Job Title: Reading Interventionist
FLSA Status: Exempt
Supervised By: Curriculum Director

Classification: Full-Time, 10-month Contract
Directly Supervises: None

QUALIFICATIONS:

1. Applicants need to be highly qualified as defined by the State of Arizona and other Governing regulations
2. Education – Bachelor degree
3. Arizona Elementary and/or Secondary Teacher certification
4. Appropriately certified in core subject area
5. Current Arizona Teachers Certificate
6. SEI requirements
7. First Aid/CPR Certified
8. Valid Arizona Driver's License
9. Valid IVP Fingerprint Clearance Card
10. Ability to successfully pass a pre-employment drug test and extensive background check

JOB GOALS: To help students develop proficient reading skills that will contribute to their academic growth. The interventionist is responsible for intellectually challenging learning environment in which each student is actively engaged in meaningful activities. To develop plans within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

KNOWLEDGE, SKILLS AND ABILITIES:

- **KNOWLEDGE** the main purpose of reading intervention is to improve students' reading by helping increase their decoding, fluency, comprehension or vocabulary. The instructional level is the level at which a teacher "stretches" the student in his thinking and reading.
- **SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions.
- Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying Assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.
- Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age

appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

- Schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment.
- Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods.
- Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate.
- Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting fact and patience; and working flexible hours

POSITION RESPONSIBILITIES:

Responsibilities:

- Reading interventionists work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies.
- An interventionist addresses the specific needs of a particular child when regular classroom instruction is not sufficient.
- Interventionists work with the teacher to design methods of learning that are most appropriate for each child.
- Interventionists are paraprofessionals who have been trained in conducting these intensive learning sessions.
- Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base.
- Design interventions and write lesson plans detailing methods and materials.
- Assist in the evaluation of ongoing programs and make recommendations for change.
- Assist teachers and other administrators and/or supervisors in implementing the school reading program. (Reading Streets).

- Help teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials.
- Keep the parents informed as to the purposes and progress of the reading program.
- Work with support staff and school administrators to facilitate the coordination of the reading program with the total curriculum.
- Consult with curriculum committees studying such topics as textbook selection, vocabulary development, concept development, supplementary materials and the development of study skills.
- Promote interest in reading.
- Work with the classroom teacher and district personnel to coordinate reading instruction designed to meet the individual needs of students.
- Work with the classroom teacher to monitor student progress.
- Teach remedial reading as needed.
- Perform other jobs as assigned
- Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment

PROBATIONARY PERIOD: Newly appointed employee will be subject to an initial ninety (90) calendar day probation period.

PHYSICAL DEMANDS: The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 40% sitting, 20% walking and 40% standing. This job is performed in a generally clean and healthy environment.

WORK ENVIRONMENT: The noise level in the work environment is usually quiet.

The duties listed above are only intended as illustrations of the various types and scope of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment or extension of the position. The job description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and the requirements of the position change.