

**Job Title:** DYSLEXIA/READING INTERVENTION SPECIALIST  
**Reports to:** Principal/Special Education Director  
**Dept./School:** Assigned Campus  
**Wage/Hour Status:** Exempt  
**Date Revised:** 2014-2015

### **Primary Purpose**

To assess and identify students with dyslexia. Provide dyslexia therapy for students who meet eligibility guidelines.  
To provide intensive academic instruction for students with reading difficulties

## **QUALIFICATIONS**

### **Education/Certification**

Bachelors or Master's Degree

Valid Texas teaching certificate with required endorsements for subject and level assigned

### **Special Knowledge/Skills**

Knowledge of the Descriptors of Dyslexia outlined by TEA Dyslexia Handbook (19 TAC§74.28)

Willingness to receive training in a recognized dyslexia therapy program

Knowledge of the referral and testing process for dyslexia services, goal setting and implementation of instructional plans

Knowledge of the SFDRCSISD Response to Intervention (RtI) process

Strong organizational, communication and interpersonal skills

### **Experience**

Minimum 3 years in the classroom

## **MAJOR RESPONSIBILITIES AND DUTIES**

### **Instructional Strategies**

1. Implement the District Dyslexia program at the campus level ensuring that Federal, State and District policies/guidelines are followed and in compliance
2. Provide direct services in the area of reading/dyslexia/dysgraphia: assessment, identification, interventions, technology and progress monitoring
3. Work with campus staff so that appropriate classroom accommodations are provided for students identified with dyslexia
4. Provide a written report of student's dyslexia/dysgraphia test results
5. Implement the District's Response to Intervention Model specific to students identified as Tier III
6. Review and interpret data to determine appropriate RTI student groups and their need for instructional intervention
7. Employ a variety of instructional strategies/techniques and technology to meet the needs of Tier 3 struggling students including those identified with dyslexia
8. Maintain all necessary student records required by the dyslexia program
9. For students referred for dyslexia, dyslexia intervention specialist will attend Section 504/ARD meetings for the purpose of reviewing assessment results, progress and provide recommendations.

**Student Growth and Development**

- 10. Conduct progress monitoring for students receiving Dyslexia Therapy and RTI Interventions through the use of formal and informal assessment.
- 11. Work collaboratively with the campus administrator to develop student intervention and dyslexia therapy schedules
- 12. Support District reading initiatives as the campus dyslexia program designee to help monitor and support the needs of students
- 13. Maintain awareness of current research and development in dyslexia and research based reading practices.

**Other**

- 14. Support and mentor new dyslexia/reading intervention specialist
- 15. Support and collaborate with district dyslexia reading intervention specialists on student assessment and identification.
- 16. Participate in staff development activities to improve job-related skills
- 17. Notify parents of Tier III students of RtI meetings
- 18. Communicate progress and growth of Tier III students to teachers, administrators and parents on a regular basis
- 19. Maintain confidentiality of information
- 20. Other duties assigned by the campus administrator

**Supervisory Responsibilities**

None

**WORKING CONDITIONS**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_