
Job Description – Instructional Support/Literacy Teacher

Primary Function: Under the direction of the Principal, helps reduce or eliminate reading and writing impediments that interfere with the individual student's ability to derive full benefit from district's educational program and supervises all phases of the campus reading program. Provides dyslexia intervention services to students identified with dyslexia.

Responsibilities/Duties:

Program Management

- Assists and guides teachers in observing, describing and referring suspected and identified reading disabilities
- Completes individual assessments to identify students with dyslexia and assists classroom teachers in observing, describing, and referring suspected reading difficulties
- Works with principal, counselors and/or teachers in the development of a schedule that would facilitate students receiving instruction to meet individualized needs
- Provides appropriate programs of instruction, monitoring and assessment with fidelity to meet individual student's needs and remediate existing reading problems and dyslexia
- Collaborates with classroom teachers and other school staff members as needed to implement instruction by giving suggestions for the student's daily activities and implementation of accommodations for students with dyslexia
- Provides professional learning/coaching on subjects including strategies for the struggling reader, dyslexia intervention programs, dyslexia awareness (both campus and parent sessions) and characteristics of dyslexia and related disorders
- Keeps thorough, ongoing records for individual students receiving reading/dyslexia instruction/intervention
- Assists with preparing and administering the annual budget for reading instruction services
- Participates in RtI, 504 and ARD committee meetings as the member with knowledge of the reading process, dyslexia and related disorders, dyslexia instruction, and district, state and federal guidelines for assessment
- Assists with compiling, maintaining and filing all reports, records and other documents required
- Assists in coordination of the Section 504 referral process for individual assessment of students suspected of having dyslexia or related conditions; collaborates with Special Education assessment staff for dyslexia assessment as part of a Special Education Evaluation

School Climate

- Maintains a positive and effective relationship with supervisors
- Complies with all district and local campus routines and regulations
- Effectively communicates with colleagues, students, and parents

School Improvement

- Develops and coordinates a continuing evaluation of the reading improvement program and implements changes based on findings

Student Management

- Develops and maintains effective individual and group relationships with students and parents
- Consults with parents, teachers, administrators and other relevant individuals to enhance their work with students

Professional Growth and Development

- Develops needed professional skills appropriate to job assignment
- Stays abreast of changes in dyslexia law, policies, procedures, and local guidelines related to dyslexia and related disorders

Other

- Demonstrates behavior that is professional, ethical and responsible
- Maintains confidentiality
- Serves as a role model for all district staff
- Participates in approved professional development opportunities
- Performs other duties as assigned

Knowledge and Abilities:

Knowledge of:

- The Texas Dyslexia Handbook and best practices in dyslexia assessment and instruction
- Specific training in administering and interpreting diagnostic tests for dyslexia preferred
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Methods of collecting and organizing data and information
- Operation of a computer and assigned software
- District and department policies and procedures
- Relevant federal and state laws and requirements

Ability to:

- Evaluate overall effectiveness of reading interventions
- Work independently with little direction
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain regular and consistent attendance
- Develop, plan and organize daily operations
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Plan and organize work

Education/Licenses/Experience: Bachelor's degree required. Valid Texas teaching certificate in Reading/ELAR and training in Orton-Gillingham methodologies required. Certified Academic Language Therapist/Practitioner (CALT/CALP) or Licensed Dyslexia Therapist (LDT) preferred. Special Education certification required. Two years teaching experience.

Working Conditions:

Mental Demands: Self-motivated, perform tasks with little or no supervision; work with frequent interruptions; able to manage multiple complex projects concurrently; maintain emotional control

under stress; ability to communicate effectively (verbal and written); coordinate district support functions.

Physical Demands/Environmental Factors: Lifting/carrying - 15-44 pounds; frequent sitting, standing, walking, climbing, stooping/crouching/kneeling, pulling/pushing, reaching; repetitive hand motions; prolonged use of computer; speaking clearly; occasional district-wide, state-wide travel; work occasional irregular hours and prolonged hours.

Calendar and Salary Range: 187 work days. See current hiring pay grade on the Teacher Compensation Plan.

Revised: 05.01.2025

The foregoing statements describe the general function 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.

Employee Signature

Date