

**PENDLETON COUNTY SCHOOLS JOB DESCRIPTION**  
**Reading Interventionist/Special Education Teacher**

**Qualifications:**

1. Meet minimum standards for certification as set forth by the West Virginia State Board of Education in Minimum Standards for the licensure of West Virginia School Personnel for Multi Categorical LD/BD/MI.
2. Reading Specialist Certification preferred.
3. Background/knowledge in reading/intervention strategies/Research Based Instructional Strategies.
4. Knowledge of special education learning strategies.
5. Good evaluations and/or recommendations from professional associates, employers, and/or supervisors.
6. Ability to communicate effectively with students, school personnel, and parents, and an ability to work cooperatively with others.
7. Ability to motivate students and get them excited about learning.
8. Knowledge of technology based activities that assist and facilitate student progress such as Acuity, Odyssey, web-based activities.

**Immediate Supervisor:** Principal

**Teacher Responsibilities:**

- Skill at interpretation of assessment data to drive instruction.
- Review data to make instructional decisions to address student weaknesses.
  - √ Prepare and deliver focused reading intervention instruction in small group setting.
  - √ Knowledge in reading intervention strategies and actual implementation.
  - √ Utilizes instructional management systems which increases student learning and maximizes time on task.
  - √ Monitor student progress towards achieving instructional objectives and goals on the Intervention Plans or IEPs.
  - √ Familiar with RTI process and Tier'd Instruction.
  - √ Communicates effectively within the educational community and with parents on a regular basis.
- Collaborate with the reading teacher and assigned classroom teacher(s) for instructional planning and delivery.
- Monitor and maintain accurate records on student achievement, articulating the progress and success.
- Provide explicit, scientifically based instruction to small groups of students.
- Assist in the scheduling and assignment of students to the program.
- Implements the assigned program of study.
- Fosters a classroom climate conducive to learning.
- Promotes and maintains positive pupil-teacher-parent relationships.
- Strong commitment to help all children succeed.
- Adhere to the teacher code of conduct.
- Maintains professional work habits.
- Participate in training as required - attendance to additional training outside designated schedule.
- Perform other job related duties as assigned by the Principal and the Special Education Director.

## **Teacher Performance Criteria:**

### *Programs of Study*

Provides curricula required by the state of West Virginia:

Bases instruction on adopted curricula for the school; demonstrates accurate and current knowledge in subject field; develops appropriate lessons to teach instructional objectives; employs a variety of instructional strategies to augment achievement; uses content scope and sequence in planning.

### *Classroom Climate*

Provides an atmosphere conducive to learning consistent with:

Follows established school discipline procedures that include the WV Student Code of Conduct; established procedures and rules that enhance learning; encourages students' attendance; sets high positive expectations for student performance; encourages and acknowledges individual student accomplishments and appropriate behavior; treats students in a fair and equitable manner; accommodates individual learning differences; creates and maintains an environment that supports learning; communicates with parents.

### *Instructional Management Systems*

Organizes teaching strategies to maximize allocated instructional time to increase student learning:

Prepares and implements lesson plans; begins lesson or instructional activity with a review of previous material as appropriate; has materials, supplies and equipment ready at the start of the lesson or instructional activity; introduces the instructional activity and specifies instructional objectives; directs and adequately supervises students to be on task quickly at the beginning of each instructional activity; presents reading, writing, speaking, and listening strategies using concepts and language that students understand; provides relevant examples and demonstrations to illustrate concepts and skills; assigns developmentally appropriate tasks; provides instructional pacing that ensures student understanding; maximizes student time-on-task; makes effective transitions between instructional activities; summarizes the main point(s) of the instructional activity; encourages students to express ideas clearly and accurately; incorporates higher level thinking skills; assists students to develop productive work habits and study skills, enabling communication with parents as needed; provides remediation activities for students; designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives; integrates a variety of technology applications and learning tools to augment student achievement.

### *Student Progress*

Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives:

Follows grading policies and regulations; maintains accurate and complete student records, monitors and evaluates student progress, provides feedback on student work; monitors student attendance.

### *Communication*

Communicates with students, parents, educational personnel, and others. Utilizes standard grammar, listening skills, and clarity in the presentation of ideas:

Communicates student progress according to established procedures and policies; communicates regularly and effectively with students, co-workers, parents/guardians, and the community, and exhibits appropriate interactive skills; follows confidentiality procedures regarding students, parents/guardians, and fellow staff members; speaks and writes standard English clearly, correctly, and distinctly; determines and utilizes appropriate community resources.

*Professional Work Habits*

Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication):

Adheres to established laws, policies, rules and regulations; interacts appropriately with students, other educational personnel, and parents; participates in activities that foster professional growth; is punctual with reports, grades, records, and in reporting to work; performs assigned duties; strives to meet county/school goals; commands respect by example in appearance, manners, behavior and language.