

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Dyslexia Specific Reading
Interventionist (DSRI)

Department: Instruction & Curriculum

Calendar: 225 days
Teachers Salary Schedule

Job Description

Date Reviewed: May 2019

Reports To: Director of Teaching,
Learning & Innovation

Purpose of Job

The purpose of the dyslexia specific reading interventionist (DSRI) will be responsible supporting the implementation of dyslexia specific, high quality research-based instructional strategies aligned to student skill deficits. He/She will support the instructional process at all tier levels, including use of differentiation strategies during core instruction, as well as development of intervention plans based on student assessment data. The DSRI will support schools in collecting and analyzing data to determine appropriate plans for individual students, with a clear understanding of how to differentiate and intensify instruction, regardless of setting. The dyslexia specific reading interventionist will work with designated school staff to design and model strategies aligned to the appropriate tiered level of support as well as provide district level professional learning.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Establish personal expertise with the district's universal screening and progress monitoring assessment platform in order to guide teams in purpose and appropriate use.

Support schools in gathering, organizing, administering and interpreting assessments (including universal screening, diagnostic and progress monitoring measures) to provide data-informed interventions and monitor student progress.

Dyslexia Specific Reading Interventionist (DSRI)

Responsible for professional learning and supporting teachers in the use of best practice literacy instruction in dyslexia specific interventions and research-based intervention curriculum materials to meet the learning needs of students.

Model blended instruction and assessment best practices and share exemplar lesson plans with school staff.

Collaborate with classroom teachers, interventionists, school and district leaders, and families to support the development of intervention plans and individualized education plans.

Train and assist schools with appropriate coding of students receiving dyslexia-specific intervention, and monitor reporting status in the SIS to ensure accurate state reporting.

Provide dyslexia specific strategic intervention instruction for students, on a case by case basis, as directed by the Director of Teaching, Learning and Innovation.

Work closely and collaborate with the RTI Coordinator, ELA Consulting Teachers, SPED Consulting Teachers, district Reading Interventionist(s), Early Learning Coordinator and Directors of Curriculum and Instruction to support RTI2 implementation and monitoring.

Participate in the District Multi-Tiered Systems of Support Team.

Participate in professional learning with content leaders and professional organizations at the state, regional and national levels in order to keep abreast of current policy and procedure related to intervention practices, and use that knowledge to help shape district practice.

Act as an agent of the Clarksville Montgomery County School System in all interactions with the public, representing the district in a positive manner and avoiding conflicts of interest.

Assist in the creation, collection, maintenance, and sharing of a repository of resources for intervention teachers to access once learner needs are identified.

Communicate and assist with implementation of the district's Dyslexia Screening Process, including accurate maintenance of records.

Support schools in executing accommodations or modifications in a student's education plan that is required by an IEP, 504 Plan, or ELL plan.

Collaborate with intervention providers, data/support team members, and assessment personnel to administer, analyze, and interpret both norm- and criterion-referenced progress monitoring measures for purposes of informing intervention effectiveness and gap closure.

Dyslexia Specific Reading Interventionist (DSRI)

Plan and facilitate ongoing professional learning communities with RTI2 leads and administrators.

Provide parent opportunities to build understanding of the RTI2 framework and their role in supporting student success. As consultation and provision of direct services would be consistent with offering FAPE, the DSRI may not engage in outside contractual services (i.e., for fee services) with parents or students who are enrolled in the district without prior written approval from the Director of Teaching, Learning and Innovation.

Maintain confidentiality of student records.

Additional Job Functions Performs other duties as required.

Supervisory Responsibility
Does not directly supervise any individuals.

Additional Job Functions

Performs other duties as required.

KNOWLEDGE OF JOB

Has general knowledge of the policies, procedures, and activities of the School System and transportation practices as they pertain to the performance of duties relating to the job of Dyslexia Specific Reading Interventionist. Has general knowledge of dyslexia specific practice, as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties. Knows how to keep abreast of any changes in policy, methods, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Have good organizational, human relations and technical skills. Passionately believes all students can achieve at high levels. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department

Minimum Training and Experience Required to Perform Essential Job Functions

A Master's degree from an accredited college or university
Minimum credential of teaching or school service personnel license
Minimum five years successful experience
Demonstrated record of success in leading strategic educational initiatives
Certified Academic Language Therapist certification, either completed or obtaining

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

PHYSICAL REQUIREMENTS: Must be physically able to operate with a reasonable level of skill a variety of office machines and equipment such as telephones, computers, calculators, copiers, fax machines, etc. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for sedentary work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information. This includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to the job of Dyslexia Specific Reading Interventionist (DSRI). Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of Dyslexia Specific Reading Interventionist (DSRI).

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under

Dyslexia Specific Reading Interventionist (DSRI)

considerable stress when confronted with an emergency

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date

KNOWLEDGE OF JOB

Has general knowledge of the policies, procedures, and activities of the School System and transportation practices as they pertain to the performance of duties relating to the job of .
Has general knowledge of practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Have good organizational, human relations and technical skills. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Has the mathematical ability to handle required calculations.

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