

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: READING INTERVENTIONIST / LEVELED LITERACY INTERVENTION**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, the employee performs a variety of administrative tasks in coordinating the successful implementation of small group reading interventions. Employee directly supports students with small group research-based reading interventions. Employee reports to the building level administrator.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

Participates in regularly scheduled staff, district, regional, and school level meetings as required

Plans, schedules, and conducts content meetings

Helps teachers link best practices and materials to standards

Develops and models mastery lesson plans

Create and/or contribute to the development of common assessments

Helps schools identify appropriate re-teaching methods and strategies

Responds to daily email and phone inquiries

Develops and supports district-wide literacy initiatives

Provides support to teachers in their classrooms through coaching, modeling, and mentoring

Meets regularly with Curriculum Facilitators and principals to monitor and support literacy implementation and individual teacher needs

Participates in regular professional development to improve knowledge and skills

Performs other related work as required.

#### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree with experience in modeling instruction in elementary school core content areas preferred. Proven record of excellence as a classroom teacher with five years of experience required with evidence-based reading programming training preferred (reading recovery, Wilson, etc.).

#### **SPECIAL REQUIREMENTS**

Must possess a valid teaching certificate from the State of North Carolina. Must possess a valid North Carolina driver's license.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED  
TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics and statistical inference.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shades of color.

## READING INTERVENTIONIST

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Masterful knowledge of literacy curriculum and best practices.

Knowledge of effective staff development models that lead to increased student achievement

Excellent oral and written communication skill

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Considerable human relations and human development skills

Demonstrated leadership ability

Good technical skills with technology and presentation tools

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs

Ability to collect and analyze statistical data

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information

Ability to plan and evaluate strategies for improving instruction

Ability to exercise considerable tact and courtesy in frequent contact with the public

Ability to establish and maintain effective working relationships as necessitated by work assignments

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.