



Job Title: Teacher Dyslexia

Exemption Status/Test: Exempt

Reports to: Coordinator Dyslexia

Date Revised: July 2024

Dept. /School: Student Support & Specialized Services

Pay Grade: 100

Primary Purpose:

The dyslexia therapist, under the supervision of the Dyslexia Department, will provide students identified as having dyslexia with appropriate strategies, learning activities, and experiences to help them fulfill their potential for intellectual, academic, emotional, and social/emotional growth. In addition, the dyslexia therapist will develop personalized goals, provide specialized instruction tailored to the student's individual needs, and serve as the student's case manager. In addition, the dyslexia specialist will work collaboratively to assess, evaluate, and identify students with dyslexia and provide campus support to staff.

Qualifications:

Education/Certification:

- Bachelor's Degree in a related field
- Valid Teacher Certification
- Master's Degree in education or related field or willing to obtain
- SPED EC-12 Certification or expectation to complete upon hiring
- ESL Certification or expectation to complete upon hiring
- CALT, LDT, or SLDS preferred or must complete two-year training and sit for the national exam

Experience:

- Minimum of three (3) years of teaching experience

Special Knowledge/Skills:

- Knowledge of dyslexia
- Knowledge of the reading process
- Knowledge of the Section 504 process, preferred
- Knowledge of Special Education
- Ability to relate positively to students, parents, and staff
- Ability to handle high-volume, fast-paced workload
- Detail-oriented
- Effective and pleasant telephone/communication skills
- Good judgment in handling confidential information
- Flexibility under pressure is a must
- Ability to work as part of a team
- Understanding of language proficiency, first and second language acquisition theory
- Knowledge of the written system of the first language
- Knowledge of how to analyze and interpret assessment results

Major Responsibilities and Duties:

1. Conduct individualized assessments to support evaluation staff.
2. Execute the district's K-12 dyslexia programs.



3. Actively engage students in the learning process; plan and use appropriate instructional and learning strategies, activities, materials, and equipment that meet the needs of individual learners identified with dyslexia.
4. Develop appropriate PLAAFPs and measurable goals and objectives tailored to student needs.
5. Implement students' Individualized Education Plans.
6. Participate in ARD meetings and provide specialized knowledge regarding dyslexia.
7. Conduct ongoing progress measurements of student achievement through formal and informal testing.
8. Work collaboratively with the educational diagnostician regarding dyslexia evaluation and identification.
9. Attend and actively participate in MTSS, 504, and ARD meetings regarding students suspected of/identified as having dyslexia.
10. Provide resources and training to school staff on appropriate, effective instruction for students identified with dyslexia in the general classroom, scientifically based reading research, and evidence-based practices.
11. Ensure compliance with dyslexia coding and implementation of FIE and IAP.
12. Be a positive role model for students; support the school district's mission.

Classroom Management and Organization

13. Create a classroom environment conducive to learning and appropriate for student's physical, social, and emotional development.
14. Manage student behavior in accordance with the Student Code of Conduct and student handbook.
15. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
16. Assist in selecting books, equipment, and other instructional materials.
17. Compile, maintain, and file all required reports, records, and other documents.

Communication

18. Establish and maintain a professional relationship and open communication with parents, students, and community members.
19. Establish and foster collaborative relationships with colleagues and other department personnel.

Professional Growth and Development

20. Participate in professional development activities.
21. Abide by the code of the licensing organization.
22. Demonstrate interest and initiative in professional growth.
23. Comply with state, district, and school regulations and policies for classroom teachers.
24. Maintain licensure.

Working Conditions:

25. Travel within the district if assigned to more than one school.
26. Flexibility to respond to student needs.
27. Skills to cope with a variety of work environments.
28. Adaptability to change.
29. Capacity for positive response to situational factors/problems.
30. Initiative in developing solutions to needs/problems.
31. Managing multiple projects and tasks simultaneously.
32. Responding to high student demand and short timelines.
33. Exhibiting exemplary interpersonal communication.



- 34. Maintaining positive public relations.
- 35. Perform all other duties as assigned.

Supervisory Responsibilities

None

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment, including personal computer and peripherals

Posture: Ability to sit for prolonged periods of time; occasional bending/stooping, pushing/pulling, and twisting

Motion: Occasional sitting and reaching; repetitive hand and arm motions

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work irregular or prolonged hours; districtwide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; maintain confidentiality

This document describes the general purpose and responsibilities assigned to this job. It is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____