

**Job Title:** Dyslexia Therapist Bilingual**Exemption Status/Test:** Exempt/Professional**Reports to:** Principal**Date Revised:****Dept./School:** Assigned Campus

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**Primary Purpose:**

*Deliver and implement the district approved individualized, intensive, multisensory, phonetic instructional program that includes a variety of writing, spelling, and reading components to students identified with dyslexia. Provide students the opportunity to make significant gains in reading and coordinate with the campus principal(s) and teachers in efficiently meeting the reading intervention needs of at-risk students.*

**Qualifications:****Education/Certification**

- *Bachelor's degree from accredited university*
- *Valid Texas teaching certification in bilingual with required dyslexia training certification*
- *Master's degree from an accredited university (must obtain in order to become a Certified Academic Language Therapist through ALTA)*

**Special Knowledge/Skills**

- *Demonstrate a working knowledge of the best teaching practices in the area of reading, writing and spelling.*
- *Knowledge of the characteristics of dyslexia and common risk factors.*
- *Ability to deliver the highly structured and systematic district approved dyslexia program with fidelity (Take Flight).*
- *Ability to analyze, interpret, and use student data to guide instruction for students.*
- *Ability to facilitate differentiation of the instructional program.*
- *Ability to evaluate and interpret dyslexia assessment data.*
- *Understand the process of dyslexia identification.*
- *Knowledge of Section 504 and IDEA processes and implementation.*
- *Strong organizational, communication and interpersonal skills.*
- *Ability to work as part of a team.*

**Experience**

- *Commitment to successfully complete dyslexia therapist training, if certification has not already been completed.*
- *Demonstrate competency in the instruction area assigned.*

**Major Responsibilities and Duties:****Instructional Strategies**

- *Provide training and resources for parents of students identified with dyslexia.*

- *Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required. Prepare lessons that reflect accommodations for individual student differences.*
- *Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by the Texas Education Agency, board policies, and administrative regulations.*
- *Develop and implement IEP goals through the ARD Committee process for each student assigned.*
- *Work cooperatively with classroom teachers to help students implement dyslexia strategies into the regular curricula.*
- *Work with classroom teachers on how to provide necessary accommodations for students identified with dyslexia according to their IEP or 504 plan.*
- *Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.*
- *Participate in ARD Committee and Section 504 planning meetings on a regular basis.*
- *Train and implement the use of audiobook resources for students identified with dyslexia.*

#### Student Growth and Development

- *Conduct assessments and ongoing progress monitoring of student achievement and use results to plan instructional activities.*
- *Provide progress monitoring results to parents at district appointed times.*
- *Consult district and outside resource individuals regarding education, social, medical, and personal needs of students.*

#### Classroom Management and Organization

- *Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.*
- *Manage student behavior in accordance with Student Code of Conduct and student handbook.*
- *Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.*

#### Professional Growth and Development

- *Develop needed professional skills appropriate to job assignment.*
- *Attend and participate in professional development as required to support the instructional program.*
- *Participate and maintain professional development credits for certification requirements through ALTA.*

#### Other

- *Provide annual training and resources to staff members regarding dyslexia.*
- *Train Kindergarten and First grade teachers on Dyslexia Screener requirements and procedures.*
- *Compile and collaborate with campus committee to interpret dyslexia screener data results for at-risk students.*
- *Prepare and provide notification of dyslexia screener results to the parents of Kindergarten and First grade students.*
- *Evaluate, score and collaborate with campus diagnosticians on dyslexia/dysgraphia identification and recommendations.*
- *Compile, maintain, and file all physical and computerized reports, records, and other documents required.*
- *Inform and provide necessary codings to PEIMS for dyslexia identifications, programming and screening.*
- *Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.*
- *Keep informed of and comply with federal, state, district, and school regulations and policies for dyslexia specialists.*
- *Attend and participate in faculty meetings and serve on the Student Teacher Assistance Team (STAT).*
- *Follow district safety protocols and emergency procedures.*

**Supervisory Responsibilities:**

Direct the work of assigned instructional aide(s).

**Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:** Personal computer and peripherals; standard instructional equipment

**Posture:** Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

**Motion:** Frequent walking

**Lifting:** Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment

**Environment:** Work inside, may work outside; regular exposure to noise

**Mental Demands:** Maintain emotional control under stress; work prolonged or irregular hours

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This document describes the general purpose and responsibilities assigned to this job and 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 \_\_\_\_\_

