

TITLE**Facilitator – SPED - Reading Interventionist****QUALIFICATIONS**

1. Valid Tennessee teaching license with appropriate endorsement(s);
2. Five (5) years of successful teaching at the elementary level;
3. Strong written, verbal, presentation and interpersonal skills; and
4. Meets health and physical requirements.

JOB GOAL To help identify and then aggressively address very specific reading problems of special education students who are experiencing difficulty with reading.

ESSENTIAL FUNCTIONS include, but are not limited to:

1. Confer with the school psychologists to identify those students who are in need of individualized reading instruction for dyslexia.
2. Work with special education teachers to determine an appropriate program for reading development for children who are to be served.
3. Give first priority to developing strategies, skills, and materials with special education teachers training them to teach children who are identified for the program. This will involve much orientation and modeling for special education teachers.
4. As time permits, work individually providing remedial instruction to special education students identified as having dyslexia or other serious reading problems.
5. Conduct staff development with special education teachers training them in the best methods and techniques of improving reading among students with dyslexia and other serious reading problems.
6. Administer tests to students with dyslexia and other serious reading problems for the purpose of assessing the reading achievement of students as required for annual review of IEP goals and objectives.
7. Assist in maintaining Special Education student IEP's by documenting progress in reading achievement.
8. Travel to all schools in the county, except Townsend, where special education students have been identified as needing assistance through this program.
9. Make a travel schedule to serve all identified students and modify the plan as needed.
10. Oversee and direct a summer reading program for children with dyslexia beginning in the Summer of 2005.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 pounds, or the weight of an average child, with frequent lifting and/or carrying of objects weighing up to 25 pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.