



Literacy Interventionist Job Description

RATIONALE:

- 2019 Alabama Literacy Act focused on kindergarten to 3rd grade
- Limited support available for middle and high school students
- Without an intervention strategy, middle and high school students will continue to struggle impacting their employment opportunities later

GOALS: In order to better prepare middle and high school students for lifelong success, we recommend:

- the allocation of resources to invest in more reading comprehension and study skills coaches for at-risk students
- the investment in reading comprehension and study skills teachers to work with all middle school students in school systems in Alabama

SUPERVISOR: Designated LEA or School Administrator

MINIMUM QUALIFICATIONS:

Per Alabama Administrative Code, Chapter 290-3-1, (20) (g) *(Dyslexia) interventionist refers to the teacher or individual who provides dyslexia-specific intervention. They (dyslexia) interventionist shall have completed a certification training course or shall have completed training in the appropriate implementation of the evidence-based dyslexia-specific intervention being provided.*

Alabama teaching certificate preferred

GENERAL DUTIES: The literacy interventionist will work as directed by the designated LEA or school administrator in the assigned pilot school to instruct and support students in Grades 4-8 exhibiting reading deficiencies via the school's adopted intervention curricula by:

1. Delivering prescriptive, explicit, systematic, structured, multi-sensory language instruction to students requiring dyslexia specific intervention at least four out of five days per week in a small group setting for 45 to 60 minutes daily
2. Analyzing and utilizing screening, diagnostic, and progress monitoring data to provide appropriate, targeted intervention to students with reading deficits
3. Participating in on-going professional learning in a variety of dyslexia-specific interventions that would support struggling readers and students with characteristics of dyslexia
4. Exhibiting strong organizational, communication, and interpersonal skills in order to collaborate effectively with teachers, administrators, and parents
5. Collaborating with the literacy coach and content teachers to ensure consistency in the use of reading strategies utilized during intervention and in the classroom
6. Monitoring the reading progress of students receiving intervention and make recommendations for the adjustment of instruction according to student-specific needs identified from progress monitoring
7. Demonstrating the ability to communicate effectively orally and in writing
8. Demonstrating strong computer skills to implement multiple and diverse programs in person or online and to analyze data



following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 242-8165.