

# JOB DESCRIPTION

## PATERSON BOARD OF EDUCATION

TEACHERS  
3088 RESPONSE TO READING  
INTERVENTION TEACHER  
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**JOB TITLE:** RESPONSE TO READING INTERVENTION TEACHER

**REPORTS TO:** Principal and/or Assigned Director

**NATURE AND SCOPE OF JOB:** The Response to Reading Intervention Teacher is equally responsible for the students and their progress toward the achievement of academic success. The Response to Reading Intervention Teacher is responsible for helping identify students eligible for Intervention Services, providing intervention instruction, monitoring and assessing student progress, and following up with students after they have been exited from Intervention Services. The Intervention Teacher will use his/her expertise to assess student proficiency, identify specific areas of ability, deficiency and/or strength, prescribe an appropriate individualized intervention plan, group students with similar needs for instruction, provide individual and group instruction, evaluate student performance relative to established grade level standards and individual progress, maintain student folders, and report student progress to parents, teachers, and the school/district administration.

### QUALIFICATIONS:

The Response to Reading Intervention Teacher shall:

1. Hold a New Jersey K-12 English Certification, Middle School Certification with Specialization in Language Arts or be Highly Qualified in the Teaching of English Language Arts certificate and other appropriate endorsement (s) (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.) in accordance with the requirements of N.J.S.A . 18A:27.1 et seq. and N.J.A.C. Title 6 Chapter 11.
2. Have excellent experience in teaching and working with children.
3. Hold a valid driver's license with no serious violations.
4. Have excellent integrity and demonstrate good moral character.
5. Demonstrate a comprehensive knowledge and understanding of child growth and development and how it relates to learning.
6. Demonstrate competency in the areas of instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.

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7. Display a complete understanding of the philosophy and models for providing intervention instruction to at-risk students.
8. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
9. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
10. Demonstrate the ability to use technology and technological devices to enhance lessons, as well as for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
11. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period, provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
13. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
14. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations of teaching and/or administrative performance.
4. Official college transcripts.

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5. Employment interview.

### EMPLOYMENT TERMS:

The Response to Reading Intervention Teacher shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### JOB FUNCTIONS AND RESPONSIBILITIES:

The Response to Reading Intervention Teacher shall:

1. Establish high academic and behavioral standards and expectations for all students.
2. Display high ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies.
3. Develop a working understanding of current Common Core Standards, District Curriculum Frameworks and/or Pacing Guides, available instructional technology, and the adopted textbook/intervention materials in language arts to ensure effective utilization of learning activities and materials.
4. Work cooperatively with program directors, supervisors, building administration, school staff, and all teachers to develop and implement a comprehensive intervention program in language arts.
5. Use current and relevant assessment tools to identify students in need of intervention services.
6. Provide high quality intervention services to identified students.

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7. Align instructional activities and materials with Common Core Standards, performance benchmarks, and individual instructional plans.
8. Identify specific areas of ability, deficiency, interest and/or talent to guide the development of an appropriate intervention plan for each student.
9. Group students with similar needs for instruction.
10. Establish and maintain a positive working relationship with parents and students to actively engage them in the education process.
11. Evaluate student performance relative to established grade level standards and individual progress.
12. Monitor the effectiveness and pacing of instruction relative to class and individual student proficiency and progress.
13. Maintain individual student folders in the respective area(s).
14. Cooperate with program directors, the building principal, and other school staff to assess intervention program effectiveness, evaluate student proficiency, and establish appropriate school level improvement plans.
15. Plan and implement sequential learning experiences for students using a variety of instructional strategies.
16. Plan and implement intervention instruction.
17. Provide an intervention instructional program related to the instructional program so that all students meet and exceed Common Core Standards.
18. Engage the learners in differential learning experiences.
19. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the intervention program, using school approved procedures.

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20. Monitor the pacing of intervention instruction and budget time efficiently by providing clear directions, outlining expectations, and effectively bringing closure to instructional experiences.
21. Maintain records indicating student progress in achieving the objectives and evaluate and assess students regularly.
22. Submit lesson plans in the approved format to the Principal and/or Director as required and requested.
23. Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and the ability to articulate instruction. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
24. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.
25. Discipline students in a fair and consistent manner, using school approved procedures. Seek assistance of the parents and the Principal or designee when needed.
26. Establish a professional rapport with students that earns their respect.
27. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
28. Assume responsibility for all the students within the school, beyond those specifically assigned to ensure the safety and well-being of all students.
29. Ensure the health and safety of all students, notifying the administration of any unsafe conditions, following established procedures.
30. Create a stimulating, attractive, organized, functional, healthy, and safe classroom with proper attention to the visual, acoustic, and thermal environments.

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31. Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
32. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
33. Attend required staff meetings, grade level meetings, parent conferences, and serve as appropriate on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction when applicable.
34. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
35. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
36. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
37. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
38. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

### **ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

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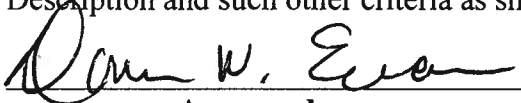
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1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

### EVALUATION:

The Principal and/or Assigned Director shall evaluate the Response to Reading Intervention Teacher in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

2/25/13  
Date