

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Teacher, Reading Intervention	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9911	WORK YEAR:	181 Days
DEPARTMENT:	Assigned School Sites	SALARY:	K-12 and Preschool Teachers' Salary Schedule
REPORTS TO:	Assigned Administrator	CABINET APPROVAL:	1-10-2025
		HR APPROVAL:	1-10-2025
		BOARD APPROVAL:	2-6-2025

BASIC FUNCTION:

The Reading Intervention Teacher plays a critical role in addressing literacy needs for all students, particularly those with disabilities and students from marginalized communities disproportionately impacted by systemic inequities. This role prioritizes assessing students' reading abilities, identifying those needing targeted interventions, designing and delivering direct reading interventions in collaboration with classroom teachers to ensure appropriate student support is provided within a Multi-Tiered System of Supports (MTSS). By improving literacy outcomes, this position helps close opportunity gaps and fosters equity in education.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

1. Support the implementation of the school-wide Multi-Tiered System of Supports (MTSS) framework by providing universal tier 1 reading skills instruction and tier 2 and 3 reading interventions. **E**
2. Conduct comprehensive reading assessments (using available screeners, diagnostic, formative, and summative measures) to identify student needs, develop, recommend and implement intervention plans, monitor progress, and track effectiveness of interventions. **E**
3. Design and deliver explicit, evidence-based reading instruction and targeted interventions to individual and small groups of students in both push-in and pull-out classroom settings, using district-supported instructional strategies and materials, prioritizing students with suspected disabilities and student groups with disproportionate outcome data. **E**
4. Consult and collaborate with site administrators, classroom teachers, and support staff to implement a structured literacy program, analyze data to inform instructional decisions, adjust interventions as needed, and identify areas for school-wide improvement in literacy. **E**
5. Attend to the social emotional and academic needs of students with suspected disabilities and students from marginalized communities using inclusive, culturally responsive, anti-bias, anti-racist, and trauma-informed approaches. **E**
6. Fosters students' intrinsic motivation to learn and succeed by goal-setting. **E**
7. Design and differentiate instruction for students with diverse learning styles, personality traits, and developmental needs to ensure that all learners can access and participate in meaningful, challenging learning opportunities. **E**

8. Model and provide coaching and professional learning around best practices and intervention strategies to support teachers in enhancing culturally responsive, evidence-based literacy instruction. **E**
9. Assist classroom teachers in lesson design, identification and utilization of a variety of instructional resources, and classroom organization/management to facilitate the effective delivery of literacy instruction. **E**
10. Initiate timely communication with parents/guardians to foster authentic partnerships, share and discuss progress, and collaboratively support student success. **E**
11. Collaborate with site staff to engage families and community members to support academic progress with an emphasis on literacy, equity, and inclusion. **E**
12. Participate in district-level meetings to collaborate with colleagues and to stay current with instructional resources, practices, and policy updates. **E**
13. Engage in district-sponsored professional learning around best practices and intervention strategies for culturally responsive, evidence-based literacy instruction. **E**
14. Develop and maintain systems for student record keeping and data housing and analysis. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree from an accredited university in education, special education, or a related field, minimum of five years' experience providing literacy instruction required.

Experience providing direct support to students and teachers within a Multi-Tiered System of Supports (MTSS); implementing structured literacy teaching practices; utilizing culturally responsive, anti-bias, anti-racist, and trauma-informed practices; coaching and supporting teachers in instructional best practices; collecting, analyzing, and presenting information and data to diverse audiences is beneficial.

LICENSES AND OTHER REQUIREMENTS:

Possession of a California Teaching Credential in Multiple Subjects and/or Special Education and/or Single Subject English is required. English Learner Authorization is required. Reading Specialist Credential or Master's Degree in reading instruction is beneficial.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Current research and evidence-based best practices in reading instruction and structured literacy.
- Multi-Tiered System of Supports (MTSS).
- Measurement tools for various levels of assessment; including screeners, diagnostic, formative, adaptive and curriculum-based measurement.
- Data-based problem solving.
- Inclusive educational practices including universal design for learning (UDL).

ABILITY TO:

- Believe in the potential of all students and work actively to dismantle barriers to success for marginalized communities and students with disabilities.
- Demonstrate mastery of evidence-based literacy instruction, differentiated and universally designed instructional strategies, and culturally responsive student engagement and classroom management techniques.
- Employ culturally responsive, anti-bias, anti-racist, and trauma-informed strategies to create inclusive and supportive learning environments.

- Establish and maintain collaborative and effective relationships with staff, families, and community partners to build a cohesive and equitable support network for students and promote a culture of literacy within schools, homes, and communities.
- Use data to identify root causes of underachievement and implement strategies to close achievement gaps.
- Model continuous improvement and lifelong learning to support students and educators alike.
- Communicate effectively both orally and in writing.
- Maintain current knowledge of technological advances in the field.
- Proficient productivity applications and district student data systems.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

School site, classroom.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

SAMPLE HAZARDS:

May risk exposure to communicable diseases.