



## Crossroads Charter Schools

**Job Description:** Reading Teacher

**Direct Supervisor:** Principal, or designee

### **School Summary:**

**At Crossroads Charter Schools, we...**

- Understand the significant difference between equity and equality. Every student deserves to receive what he/she needs to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
- Develop school environments where all students are actively and meaningfully engaged in rigorous instruction and authentic learning tasks.
- Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.
- Engage families as partners in meaningful ways.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.
- Engage in on-going job embedded professional development through co-teaching and co-planning

### **Position Summary:**

The primary responsibilities are to provide diagnostic, prescriptive and evaluative services for identified students while also acting as a resource to teachers by assisting in selecting materials, suggesting teaching techniques and relating their instructional program to the special needs of students. The Reading Teacher collaborates with staff to co-plan, co-deliver, and individualize instruction for all students in a class; work together creatively to accommodate special needs, diversity and educational backgrounds of the students; and overcome instructional challenges constructively. The teacher is a hardworking, goal-oriented and enthusiastic professional with excellent subject knowledge and a sound understanding of the Missouri Learning Standards and Common Core State Standards.

### **Position Responsibilities:**

- Performs educational assessments of students, including an observation of the student, review of the student’s educational history, conferences with the student’s teachers, and an evaluation and analysis of the student’s academic performance and learning characteristics.
- Provides individual and small group instruction for identified students.
- Provides reading resources for staff and parents.
- Leads school’s Dyslexia screening and referral process
- Assist the faculty in the data team process with the implementation of the response to intervention (RTI) strategies and identifying trends and gaps in student mastery of content and how to develop targeted plans to address identified trends and needs.
- Assists in the establishment and development of school and district reading curriculum.
- Helps ensure the learning environment is dynamic and conducive to high-level learning.
- Gives demonstration lessons in the teaching of reading as required.

- Supports educators with analyzing student performance, examining students' educational plans and needs.
- Collaborates with teachers to identify, share, and coach best practices for reaching all students including students with disabilities, ELL, and other specialized needs.
- Provides educators with professional learning opportunities to equip each teacher and school leader with the ability to use formal and informal student data to refine instructional strategies and plan and provide appropriate small group or individualized instruction and interventions.
- Researches lessons, articles, innovative instructional practices and books in order to assist teachers in designing relevant learning experiences.
- Plans, assists, and implements professional development.
- Participate in meetings, training and professional development
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating, etc.
- Act in a professional and ethical manner at all times and comply with school policies, procedures, and expectations.
- Perform other duties and responsibilities as assigned by their supervisor.

**Skills and Qualifications:**

- Bachelor's or Master's in the field of education with a valid MO teaching license
- Reading Teacher degree/certification or at least 3 years of experience as a reading intervention teacher
- Minimum 4 years of experience as a classroom teacher preferred
- Demonstrated success in the areas of teacher leadership, coaching, curriculum development, technology infused instruction, project based learning, professional development, data teams, and formative assessments
- Knowledge of the Missouri Learning Standards and Common Core State Standards
- Desire to continue professional development
- Excellent organization skills and an ability to coordinate multiple tasks and activities
- Outstanding verbal and written communication skills and an ability to keep multiple stakeholder groups, including parents, teachers, staff, volunteers and partners, informed of critical issues, activities and schedules.
- An ability and enthusiasm for promoting the school and its mission to a broad and diverse group of people.
- Excellent work ethic, positive attitude, flexibility and willingness to perform tasks assigned
- Demonstrates ethical behavior and confidentiality of information about students and teachers in school environment and community.
- Must pass extensive background check and drug screening.

**Key Working Relationships in Addition to Supervisor:**

Teachers, Students, Parents, Volunteers, Office Staff, Support Staff, Assistant Principal, Chief Academic Officer, Executive Director