

Sauvie Island School
Job Description
TOSA Literacy and Dyslexia Interventionist

POSITION INFORMATION:

Application Deadline Date: Until Filled
Start Date: August 25, 2025
Posting Date: June 2025

Job Title: **TOSA Literacy and Dyslexia Interventionist**
Location: Sauvie Island School
Report to: Executive Director
Status: Part-Time- (0.4 FTE) –preferable 2 day/week
Salary: \$19,823-\$36,878 depending upon experience

SUMMARY: The Teacher on Special Assignment (TOSA) Literacy and Dyslexia Interventionist provides individualized, intensive literacy instruction to students exhibiting characteristics of dyslexia or other literacy difficulties. Using a structured, multisensory, and evidence-based methodology the interventionist delivers individual or small-group lessons tailored to each student's needs. The successful candidate will work in conjunction with the other TOSA Literacy and Dyslexia Interventionist and collaborate with our Dean of Curriculum under the guidance of the Executive Director. Both, interventionists will collaborate with each other to plan, implement, and assess effective lessons. This role involves ongoing progress monitoring and adaptation of instructional methods to support student growth.

ESSENTIAL REQUIREMENTS:

PERSONAL QUALITIES:

1. Sense of humor
2. Critical thinking skills
3. Empathy and patience
4. Strong work ethic
5. Positive, problem solving attitude
6. Trustworthy

ESSENTIAL DUTIES AND RESPONSIBILITIES: Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide instructional services to students who require additional assistance in developing literacy skills
- Implement the school literacy intervention program with fidelity
- Maintain accurate, complete, and correct records as required by law, school policy, and administrative regulations, including Lesson Plans, Service Logs, and Student Progress Monitoring for identified students
- Coordinate school-wide benchmark screening progress monitoring: further assess students who have been referred for intervention in the high dosage tutoring program for testing
- Provide periodic file review and exit consideration from the program, which includes a written screening report
- Work with the Dean of Curriculum to stay up to date and ensure compliance with all State Dyslexia Laws.
- Understand and be able to explain Oregon State Dyslexia Laws/procedures, screening results, and information to parents and teachers - SB 1003 Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support

- Collaborate with parents, teachers, and other relevant staff members in developing and implementing interventions
- Assist teachers identify students in need of classroom intervention and determine appropriate instruction delivered within the classroom
- Attend school meetings involving reading and literacy programs
- Attend training in methods and strategies that improve general reading, literacy and dyslexia instruction to stay current with research to drive your practice
- Maintain school-wide student progress and record keeping of the school's DIBELS Data System, share information with parents at the end of each grading period and with staff via shared electronic folders
- Participate with teachers, parent(s), and school administrators in determining eligibility for Section 504 plan or Special Education services in relation to dyslexia and/or other literacy deficits
- Monitor students who have been dismissed from dyslexia intervention services due to reaching grade level criteria for one year, with documentation.
- Provide staff development on dyslexia/reading and literacy issues
- Attend staff meetings and PLCs
- Comply with all school and local campus routines and regulations
- Maintain a positive and effective relationship with supervisors and coworkers
- Effectively communicate with colleagues, students, and parents
- Assume responsibility for instructional materials and maintain inventory
- Perform other duties as assigned

SUPERVISORY RESPONSIBILITIES: All SIS Staff have some responsibility for supervising students and assisting in maintaining a safe environment. At times, they will need to supervise student workers and volunteers.

QUALIFICATIONS: To perform this position successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Master's Degree from an accredited educational institution and an Oregon Teaching License with an endorsement in reading intervention or language/literacy. Orton Gillingham/Dyslexia Certification or the willingness to complete. Prior successful experience working in a school setting or with special needs children strongly preferred.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with children who have a wide range of disabilities.
- **Language Skills:** Ability to communicate fluently in English verbally and in writing. Ability to effectively present information and respond to questions in one-on-one, small and large group situations to students, parents, school staff and community members.
- **Mathematical Skills:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.
- **Reading & Literacy Skills:** Understanding of the Science of Reading, the Foundational Reading Components and how to teach them. Ability to instruct and support students in acquiring and building their literacy skills, through small group and/or one on one instruction. Ability to deliver curriculum through a multisensory phonics approach.

