



Crosslake Community School
35808 County Road 66
P.O. Box 1020
Crosslake, Minnesota 56442
218-692-5437

Crosslake Community Schools Job Description

Position:

Online Reading Intervention Teacher

Location:

Remote

FTE/ Hour Allotment:

1.0 FTE

Immediate Supervisor:

Director of Online Learning

Position Summary:

The Online Reading Intervention Teacher will provide students with learning activities and experiences that address their unique needs, meet all regulatory standards as required by federal and state governments, and operate within the Teacher Code of Ethics as defined by Minnesota State Law.

Essential Duties and Responsibilities:

- Provide reading intervention through our MN MTSS Framework
- Provide reading intervention to students who do not read at or above grade level based on FastBridge Screener
- Encourage family involvement in intervention methods
- Coordinate with the school literacy lead
- Develop, maintain, and update personal learning plans for students who are not reading at a proficient level in collaboration with other school personnel
- Consultation with parents/guardians
- Provide targeted instruction that is evidence-based, ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies and practices during and outside the regular school day
- Provide small group interventions, and periodic assessments/screeners, as applicable
- Progress monitoring of students in interventions weekly or biweekly
- Maintain records and reports as required and for compliance with administrative policies, state and federal rules and regulations.
- Host Title I annual meeting
- Host 2 Title I Family Engagement Nights
- Maintain Title I records for one year
- Ensure that student compacts are signed by parents and teachers
- Participate in staff development opportunities to improve job related skills.
- Maintain confidentiality.

- Provide evidence-based curriculum to meet student needs and develop academic and behavioral skills.
- Work with teachers and educational assistants to meet student needs.
- Assist with developing data based intervention when requested
- All other duties as assigned.

Position Qualifications & Required Skills:

- Current Minnesota Teaching License Required
- Familiarity with the MN ReadAct
- Experience providing educational intervention, specifically in Reading, to students in grades K-12
- Successful completion of training in evidence-based reading instruction provided by MDE (or the ability to do so by the end of the 24-25 school year)
- Experience and skill delivering virtual/online instruction
- Demonstrated computer literacy in Word, Excel, PowerPoint, and Google applications such as Google Drive, GoogleDocs, and the calendar function, as well as the ability to quickly learn, use, and adapt to new technology and systems
- Background with youth in teaching, advising, or advocacy capacities.
- Ability to engage unresponsive, struggling students
- Ability to establish rapport, gain commitment, and convey challenging concepts to learners
- Ability to work well alone, as well as with others.
- Ability to multitask.
- Ability to prioritize competing tasks.
- Organizational skills.
- Oral and written communication skills.

Frequency Chart:

Required to:	Never 0% of time	Occasionally 1-33% of time	Frequently 34-66% of time	Continuously 66-100% of time
Stand		X		
Walk		X		
Sit				X
Use hands				X
Reach (hands/arms)		X		
Climb/Balance		X		
Kneel/Crouch/ Crawl		X		
Talk			X	
Hear			X	
Taste/Smell		X		

Required to Lift:	Never 0% of time	Occasionally 1-33% of time	Frequently 34-66% of time	Continuously 66-100% of time
Up to 10 lbs		X		
Up to 25 lbs		X		
Up to 50 lbs		X		
Up to 75 lbs	X			
Up to 100 lbs	X			
More than 100 lbs	X			

Salary or Hourly Range:

Based on the current Teacher Salary Scale.

Work Schedule and Agreement:

- Number of Days: 175 (Prorated for start dates after Teacher Workshop Week)
- Hours per day: 8 hours per day, typical office hours are 10 AM-2 PM
- Expected Hours: School Days and Professional Development Days plus scheduled days in collaboration with the Online Director

Revised:

TBD

For Our Info - not part of the job description:

Need:

- 40.7% of our students were proficient on MCA reading in 2023.
- Based on STAR testing so far this year, 37% of students are at/above grade level in reading. 63% (136 students) are below and would qualify for intervention. This does not include 159 students who did not take the STAR.

			Percentage
At/Above Benchmark	At/above 40th percentile	79	36.74418605
On Watch	25th to 39th percentile	34	15.81395349
Intervention	10th to 24th percentile	50	23.25581395
Urgent Intervention	Below 10th percentile	52	24.18604651
		215	
Did not take	159		

[READ Act Intervention Requirements](#)

- Encouraged to provide reading intervention through MTSS framework,
- If a student does not read at or above grade level by the end of the current school year, the district must continue to provide reading intervention until the student reads at grade level

- Intervention methods shall encourage family involvement, by 2025-2026 SY intervention programs must be taught by an intervention teacher or SPED teacher who has successfully completed training in evidence-based reading instruction provided by MDE
- Intervention may include but not limited to required attendance in summer school, intensified reading instruction that may require pull out, extended-day programs, or programs that strength students' cultural connections
- Strongly encourage to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3 or a screener identified by MDE
 - School must determine formation of PLP in collaboration with student's educators and other appropriate professionals
 - Consult student's parent or guardian
 - Must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specie exercises and practices during and outside of regular school day, group intervention, periodic assessments or screener, and reasonable timelines
 - PLP may include grade level retention if in student's best interest, not only on delay in reading or grade-level proficiency
 - Maintain and regularly update and modify PLP until student reaches reading at grade level
 - Does not apply to IEP