

Corning Union Elementary School District
Job Description

JOB TITLE: ACADEMIC INTERVENTION SPECIALIST TEACHER

Salary Range:	Certificated Schedule	Department:	Instruction
Reports To:	Superintendent or designee	Approved by:	Board of Trustees October 12, 2011

POSITION SUMMARY:

Plans and implements an academic intervention instructional program and provides related educational services for students. Assists with the full implementation of the District adopted instructional program. Observes student behavior and assists with behavior intervention plans, assesses and evaluates student achievement, and assists in instructional activities as required; carries out a variety of student monitoring activities; performs related duties as required or assigned.

ESSENTIAL FUNCTIONS:

Assesses student skills and abilities as related to desired District educational goals, objectives, and outcomes.

Plans appropriate instructional/learning strategies and activities, including determination of appropriate principles of learning, classroom organizational structures, including appropriate instructional materials and provides individualized and/or group instruction in order to meet student needs.

Provides onsite staff support to teachers.

Manages the behavior of learners in an instructional setting to ensure the environment is conducive to the learning process and assists and participates in management of student behavior in other parts of the school and school grounds. A pleasant and positive attitude shall be maintained in order to foster student feelings of pride and self-worth.

Utilizes a variety of instructional materials including available multimedia and computer technology.

Works in a self-contained, team, departmental, itinerant capacity, or at field work site, as assigned.

Attends and participates in training, staff development activities, SST, IEP meetings, and staff meetings as required or assigned.

Continually monitors and assesses student achievement and maintains appropriate assessment and evaluation documentation for institutional and individual reporting purposes.

Participates in the development and implementation of instructional modifications and behavior plans as required for identified students.

Ensures ongoing communication with parents, both written and oral, to keep them informed of student(s) progress.

Enlists the aid of other professional staff members in assessing and helping to solve specific student problems.

Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.

Trains paraprofessionals in the use of specific curriculum and instructional strategies. Plans and coordinates the work of his/her aides, assistants and other paraprofessionals.

Manages allotted learning time to maximize student achievement.

Assigns work to and supervises instructional assistants, parent, and student volunteers if applicable.

Ensures classroom and/or instructional environment is attractive, healthful, safe, and conducive to learning, and that materials are in good condition and accessible to students.

Supports or participates in school wide student activities, social events and approved fundraising activities.

Monitors student behavior in non-instructional areas as assigned or required, and intervenes to control and modify disruptive behavior, reporting to administrator as appropriate.

Collaborates with other professionals (guidance counselor, librarians, etc.) to carry out school wide instructional or related activities. Participates in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve student achievement.

Performs other duties normally required to be performed by certificated employees as adjunct to the regular teaching assignment.

OTHER RESPONSIBILITIES (NONESSENTIAL FUNCTIONS):

Administers simple first aid and takes other appropriate measures when the accident or illness is more serious.

Selects and requisitions books, instructional aids and supplies. Keeps inventory and attendance records.

PERSONAL QUALITIES:

Appearance, grooming, and dress must be functional and appropriate for working actively with children, as well as setting a good example for students.

Ability to work productively alone, in small and/or large groups with people of all ages, and the ability to deal with conflict constructively.

Must have personality to maintain human relationships required by a public service agency, and be able to exercise discretion, tact, and confidentiality when meeting with parents and the public.

QUALIFICATIONS:

To perform this job 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: Must hold a valid California Teaching Credential (Multiple Subject/CLAD or other qualifying credential with English Language Learner (ELL) authorization). Possess organizational skills with expertise in formulating curriculum. Has knowledge of subject matter commonly taught in elementary schools. Utilizes appropriate instructional strategies to ensure student success. A background in special education and/or reading is desirable.

LANGUAGE SKILLS: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write assessment reports, IEP's and correspondence. Ability to speak effectively before groups of students, adults, or employees of the organization.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs, understands basic algebraic and geometric functions.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where creative problem solving is required. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical aspects that this position classification must perform in carrying out essential job functions as follows:

- Persons performing service in this position classification will sometimes exert 10 to 20 pounds of force to lift, carry, push, pull, or otherwise move objects.
- Involves standing most of the time, but will involve walking or sitting as well.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate classroom related equipment, and handle the work with various materials and objects are important aspects of this job.

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.