

Corning Union Elementary School District
Job Description

JOB TITLE: CURRICULUM SUPPORT PROVIDER

Salary Range:	Certificated Schedule	Department:	Instruction
Reports To:	Site Administrator	Approved By:	Board of Trustees March 13, 2013

POSITION SUMMARY:

The Curriculum Support Provider, under the supervision of the site administrator, helps develop programs and trains instructors, providing onsite coaching and support. They make recommendations for developing and ordering materials, such as textbooks, for the classroom. They help schools meet Common Core Standards, meeting with colleagues, instructors, and school administrators often; and performs related duties as required or assigned.

ESSENTIAL FUNCTIONS:

Plans appropriate instructional/learning strategies and activities, including determination of appropriate principles of learning, classroom organizational structures, including appropriate instructional materials.

Provides onsite staff support to instructors in the implementation of the District adopted, standards-based curriculum.

Conducts demonstration lessons and assists with curriculum planning and pacing of the instruction.

Coaches and supports teachers in managing 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 feelings of pride and self-worth among staff and peers.

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

Assists classroom teachers in diagnosing learning difficulties and planning appropriate instruction.

Conducts focused observations and provides specific feedback to teachers and administrators.

Plans, manages, and monitors teacher study groups related to curriculum.

Provides formal and informal staff development for classroom teachers.

Executes and prepares such forms, records, and reports as may be called for in a timely

fashion.

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

Participates in the development and implementation of instructional modifications and behavior plans in order to support individual instructors.

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

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

Trains instructors in the use of specific curriculum and instructional strategies.

Trains instructors in effective methods of managing allotted learning time to maximize student achievement.

Trains and supports instructors to ensure 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 and collaborates with other Curriculum Support Providers and the District Coordinator of Curriculum. May need to travel between school sites and be able to drive to various meetings and trainings.

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.

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.

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

Selects and requisitions books, instructional aids and supplies; and may keep inventory.

Other related duties as assigned.

PERSONAL QUALITIES:

Appearance, grooming, and dress must be functional and appropriate.

Ability to exercise professional discretion and judgment in actions and communication.

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). Must have three (3) years of successful classroom teaching experience. 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. Must possess and maintain a valid California Driver's License.

KNOWLEDGE AND ABILITY: Ability to coach instructors effectively and collaboratively. Knowledge in K-8 curriculum and various effective professional development programs. Must demonstrate effective teaching strategies and classroom management. Must demonstrate skill in working with adult learners. A typical way to attain this skill would be to attend Instructional Coaching training or an equivalent. Must have a broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction.

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 effectively. 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.