TITLE: Reading Intervention, Academic Support Teacher

FLSA: EXEMPT

REPORTS TO: Principal

POSTED: January 6, 2020

SALARY: Commensurate with SJEA Contract

NUMBER OF DAYS: School Year Position

LOCATION: St. Johns Middle School

POSITION SUMMARY

Under direction of the school principal, plans and provides for appropriate learning experiences for at-risk students. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of individuals to ensure success for every student. Supervises students in a variety of school related settings. Monitors and evaluates student outcomes. Communicates and interacts with students, parents, staff, and community. Develops, selects and modifies instructional procedures and practices. Monitors appropriate use and care of equipment, materials, and facilities.

Responsible for supporting a comprehensive school-wide behavior, literacy which facilitates learning within a multi-tiered system of support (MTSS); for providing direct instruction and intervention for students identified as at-risk for academic failure, use research-based effective instruction strategies; for identifying staff development needs of the school and for providing staff development as part of the problem-solving process; and for providing leadership to various school groups, such as the building and district leadership teams, school improvement teams, and/or building planning teams, to help all students reach their highest potential.

DUTIES AND RESPONSIBILITIES

These duties and responsibilities are judged to be “essential functions” in terms of the Americans with Disabilities Act or ADA. The statements below are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.

- Coordinate and facilitate the school’s literacy intervention program.
- Collaborate with teachers individually to identify the literacy needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practice for continuous academic growth of students in literacy.
- Assist teachers with the collection of data, analysis of data results and supports the sharing of findings with all staff.
Review student achievement and assist with placing students in appropriate reading and writing intervention and support services.

Teach targeted literacy intervention to small groups of students daily using research-based strategies and resources.

Teach at least one section of English Language Arts during the year.

Assist students using software and materials related to literacy programs.

Meet regularly with the classroom teachers to plan literacy instruction that correlates with the individual student’s needs or as requested by the classroom teacher.

Attend professional development to enhance knowledge of pedagogy and content, especially in literacy.

Maintain and submit accurate and up-to-date management records of all students’ progress.

Plans a program of study that, as much as possible, meets the needs, interests and abilities of individuals to ensure success for every student.

On a regular and consistent basis, meets and instructs assigned classes in the locations and times designated.

Creates a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives.

Assists in administering and coordinating the school’s benchmark assessments in literacy.

Provides an instructional program to meet the needs of all students.

Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor.

Provide periodic and ongoing assessment to provide information related to student achievement and success of designed intervention.

Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and clearly communicates objectives to students.

Establishes learning objectives consistent with appraisal of student needs, requirements of St. Johns Public Schools curriculum framework, and knowledge of human growth and development.

Plans for and utilizes instructional methods, resources and evaluation techniques which motivates and enables each student to achieve learning objectives.

Take all necessary and safety precautions to protect students, equipment, materials and facilities.

Maintains accurate and complete records as required by law, St. Johns Public Schools policy and administrative regulation.

Assists the administration in implementing all policies and rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.

Continuous and regular attendance.

Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.

Establishes relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual.

Appraises his/her own effectiveness and demonstrates successful application of skills and information acquired to increase effectiveness. Strives to maintain and improve professional competence.

Participates in school management and shares responsibility for the total school program. Attends staff meetings and serves on staff committees as required. Performs related work as required.

Assists the school’s leadership teams in determining the school’s strengths and needs for instructional improvement in academic and/or behavior areas.

Evaluate building needs within literacy, mathematics, and/or behavior areas and collaborate with teachers and/or administrators to interpret and utilize assessment data and problem solve.

Demonstrate/model learning and instructional strategies in classrooms.
● Lead faculty in the selection and use of a range of assessment tools in order to make decisions about student needs.
● Use formal and informal assessment data to assist grade level teams with placement of students into appropriate instructional or intervention programs, review student progress and make adjustments as necessary.
● Assess fidelity of program delivery and support implementation of research-based interventions.
● Conduct regular meetings with classroom teachers to support teacher reflection/action as student work and progress are examined.
● Assist teachers with planning, sequencing, and scaffolding of instruction.
● Deliver interventions within the tiered levels of support, as necessary, to meet building needs.
● Coordinate the instructional planning of at-risk and/or Title I instructional aides.
● Meet regularly with the Curriculum Director, or other designated staff to help guide instructional programming across the district.
● Provide training sessions and follow-up coaching to assist classroom teachers in the use of data to plan instructional strategies for their classrooms.
● Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of instructional strategies.
● Maintain a collection of professional materials related to instruction and assessment which reflect current research.
● Provide staff development for teachers, volunteers, parents, paraprofessionals, administrators, and other appropriate personnel as needed.
● Completes PARS or any other reporting requirements as directed.
● Other duties as assigned.

RECOMMENDED EMPLOYMENT QUALIFICATIONS

EDUCATION and/or EXPERIENCE:

● Bachelor’s degree in applicable field of education from an accredited college or university.
● Master’s degree in reading preferred.
● Teaching experience in English/Language Arts or Reading at the middle school level.
● Previous experience with providing literacy interventions is preferred.

CERTIFICATES, LICENSES, REGISTRATIONS

● Valid Michigan Teaching Certificate.
● Endorsement in English (BX or BA) is required.
● Endorsement in an additional state assessed subject area preferred.

OTHER KNOWLEDGE, SKILLS AND ABILITIES:

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, skills and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

● Knowledge of St. Johns Public Schools curriculum, techniques for integrating curriculum, St. Johns Public Schools policies, and effective instructional practices.
● Extensive knowledge and experience working with students who require academic and/or behavior interventions.
- Thorough understanding of reading and writing research and instructional strategies.
- Successful experience in mentoring and facilitating student learning.
- Strong interpersonal and leadership skills to work with teachers, as well as administrators.
- High level of flexibility.
- Understanding of the teaching/learning process.
- Ability to provide intervention to students that are below grade level.
- Ability to work effectively with administrators, colleagues, central office and school-based staff, students, parents, and community.
- Excellent oral and written communication and human relations skills.
- Knowledge and understanding of At-Risk rules and regulations preferred.
- Ability to administer universal screener, progress monitoring, and formative assessments.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk and stand and move quickly. Ability to move around the classroom including stooping, bending, standing for extended periods and moving heavy objects. Crisis intervention may require participating in physical restraints. Specific vision abilities required by this job include close vision and depth perception. While performing the duties of the job, the employee may be required to leave the building.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment usually varies. Work is performed indoors and outdoors all year round.

If interested in this position, please apply through FastTrack. A completed online application is required for all applicants.

This position will be posted until 4:00 p.m. January 17, 2020, or until filled.

It is the policy of St. Johns Public Schools that no person or applicant shall be discriminated against based on any protected class, be excluded from participation in, or be denied the benefits of any program or activity and in employment.