

CHINO VALLEY UNIFIED SCHOOL DISTRICT

ELEMENTARY INTERVENTION SPECIALIST – TEACHER ON ASSIGNMENT

DESCRIPTION OF POSITION: Assist elementary schools in implementing District adopted curriculum and instructional strategies.

MAJOR DUTIES AND RESPONSIBILITIES: Under the direction of the principal, this position provides instructional leadership in the coordination and implementation of the school's curriculum/instructional programs, including technical assistance to administrators and staff as they implement the instructional program. In addition, the intervention specialist will work directly with students to implement differentiated instructional strategies that are designed to increase student learning.

(E) = Essential Function

Plans, schedules, and helps conduct professional development and training necessary to implement District curriculum and instruction. **(E)**

Provides and models direct instruction utilizing best practices. **(E)**

Participates in site meetings and collaborates with teachers to ensure a consistent and coordinated academic program. **(E)**

Works in conjunction with teachers to analyze and interpret student data for the purpose of determining individual/group instructional needs. **(E)**

Collaborates with teachers to analyze student work relative to content standards as a vehicle to improve instruction and student achievement. **(E)**

Implements Response to Instruction and Intervention (RTII) instructional support services for identified students including academic preventions/interventions, including strategic and intensive interventions. **(E)**

Supports teachers in the utilization of standards-based core and supplemental materials. **(E)**

Provides training for teachers, leadership team, coaches, and instructional leadership in monitoring of instruction, state content standards and state testing. **(E)**

Provides assistance in aligning curriculum, instructional practice and assessment with state and board adopted content standards. **(E)**

Provides assistance in planning, organizing, and implementing a school-wide literacy program. **(E)**

MAJOR DUTIES AND RESPONSIBILITIES (CONT.)

Ensures the appropriate implementation of after-school program and Saturday academies. **(E)**

Supports teachers with the implementation of the Single School Plan. **(E)**

Works with teachers to ensure the coordination of all student support services provided within the total school. **(E)**

Collaborates with appropriate staff members in the assessment and development of effective English language development instructional programs and practices. **(E)**

Assist administration in planning, organizing, and implementing of the school-wide program for student safety and well-being to ensure positive learning environment. **(E)**

Communicates with parents in a positive and constructive manner. **(E)**

Maintains professional competency by attendance at District and regional staff development conferences and workshops. **(E)**

Performs other responsibilities and duties as assigned by the principal as related to job description. **(E)**

CREDENTIALS:

Must possess a valid multiple subject/standard California teaching credential, CLAD, BCLAD, SB169, or SB395 certification. Must meet No Child Left Behind (NCLB) criteria as a “highly qualified” teacher.

EDUCATION AND EXPERIENCE:

Bachelor’s degree including all courses needed to meet requirements. Master’s degree preferred. Bilingual English/Spanish desired.

Must have demonstrated five (5) years of successful classroom teaching experience working with K-8th grade students and staff; experience in staff development training and presenting; experience in staff training and curriculum development; must have strong organizational and leadership skills; ability to support k-6th grade curriculum programs and instruction through integrated lessons and multiple instructional strategies; ability to assist staff in attaining strong student outcomes and coordinating services to meet student needs; possess good communication skills.

SUPERVISION:

Reports directly to the principal.

WORKING CONDITIONS:

Subject to frequent interruptions and extensive contact with students, staff, parents, and the public.

Demanding timelines.

ENVIRONMENT:	Indoor and outdoor environment.
PHYSICAL DEMANDS:	<p>Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records.</p> <p>Reaching overhead, above the shoulders and horizontally.</p> <p>Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.</p> <p>Hearing and speaking to exchange information in person and on the telephone.</p> <p>Visual ability to read, and to prepare/process documents.</p> <p>Sitting and standing for extended periods.</p> <p>Walking over rough or uneven surfaces.</p> <p>Climbing, occasional use of stepladders.</p> <p>Physical activity may be required, which could include moderate lifting.</p>
HAZARDS:	<p>Extended viewing of computer monitor.</p> <p>Working around and with office equipment having moving parts.</p>
FUNDING:	Position contingent upon continued availability of categorical funds.
BOARD APPROVED:	May 10, 2012