

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Teacher on Special Assignment K-12 Intervention	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Educational Services	CLASSIFICATION:	Certificated
FLSA:	Exempt	WORK YEAR:	186/187 Days
BOARD APPROVAL:	May 6, 2014	SALARY:	Certificated Bargaining Unit Salary Schedule

SUMMARY DEFINITION:

Under the direct supervision of assigned supervisor, the TSA provides intervention support at school sites, as well as coaching and support of teachers in the implementation of intervention strategies within the classroom. Performs reasonable non-teaching duties as assigned. May plan and coordinate the training and work of aides, teacher assistants, and other paraprofessionals. Maintains professional competence through participation in professional growth activities. The TSA shall be evaluated by the assigned supervisor.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)

E = Essential Functions

Provides guidance on the Response to Intervention model and intervention strategies based on measures of student progress which is grounded in the idea of prevention rather than remediation. **E**

Provides direct literacy intervention instruction to students across the district. **E**

Provides small group instruction to students in classrooms across the district, including guided reading instruction. **E**

Provides coaching, modeling, and support of teachers within the classroom and outside the classroom on literacy and intervention strategies, including assessments. **E**

Supports teachers in the development and implementation of curriculum and practices linked to Common Core Standards. **E**

Keeps current with related research, resources, materials, and workshop opportunities. **E**

Actively participates in collaborative sessions to refine instructional strategies and practices. **E**

Engages and supports students in standards-based instruction and learning. **E**

Creates and maintains effective environments for student learning. **E**

Uses a variety of appropriate teaching strategies. **E**

Supports and consistently enforces school and district policies. **E**

Assesses student learning and provides instruction that meets their academic needs. **E**

Continues developing as a professional educator through self-selected and district provided staff development. **E**

Provides proper supervision of students during the assigned workday. **E**

Plans and prescribes purposeful assignments for paraprofessionals, tutors and/or volunteers as needed. **E**

Communicates with parents/guardians regarding student's individual progress. **E**

Promotes positive interpersonal relationships among peers, staff, students and parents/guardians. **E**

Recognizes learning problems, makes appropriate referrals. **E**

Plans and implements a program of study to meet individual needs of students. **E**

Creates and maintains a safe and healthy environment for student learning. **E**

Performs other duties as assigned. **E**

MINIMUM QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

EDUCATION AND EXPERIENCE:

Graduation from an accredited four-year college or university. Progressive postgraduate training and experience in the areas of educational leadership, curriculum development, literacy intervention, and instructional methodology.

LICENSES AND/OR CERTIFICATION REQUIREMENTS:

Holds an appropriate, valid California teaching credential.

TOOLS, EQUIPMENT, and TECHNOLOGY REQUIREMENTS:

Basic ability to use a personal computer, use current industry and District specific software and the Internet.
Basic ability to use land-line and cellular telephone, calculator.

KNOWLEDGE, SKILLS, AND ABILITIES:

The requirements listed below are representative of the knowledge, skill, and/or ability required to obtain and maintain employment in the position.

Knowledge of:

- Small group instructional models such as guided reading, conferring within the workshop model, and other intervention strategies.
- Literacy best practices, including assessment models
- Facilitating professional development opportunities

- A variety of K-12 instructional strategies
- Common Core Standards
- Experience and expertise in collaborating with colleagues, parents, and community members
- Reading Recovery trained or willingness to be trained in Reading Recovery or other intervention programs
- District, state, and national standards, curriculum, and assessments.
- Researched based instructional techniques for implementation of the district's curriculum.
- Intellectual, emotional and social development of students
- Educational technology applications
- Data analysis to plan instruction

Ability to:

- Work with a variety of instructional groups in student-centered classroom
- Use data and assessment to plan and implement instruction
- Communicate clearly with staff, students and parents
- Work collaboratively with peers, students and parent
- Develop effective conflict resolution strategies
- Provide a positive school climate

PHYSICAL DEMANDS & WORK ENVIRONMENT: The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

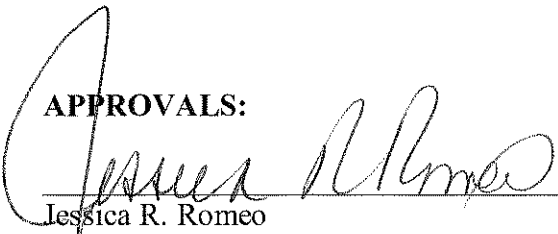
WORKING CONDITIONS:

Classrooms and general school campus environment.

PHYSICAL ABILITIES:

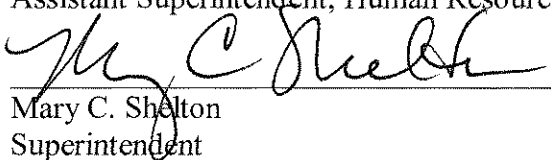
Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store books, materials, files and supplies; lifting light to medium weight objects

APPROVALS:



Jessica R. Romeo
Assistant Superintendent, Human Resources

Date



Mary C. Shelton
Superintendent

5-15-14
Date