

**CANTON PUBLIC SCHOOL DISTRICT  
POSITION ANNOUNCEMENT**

**ELEMENTARY ACADEMIC SUPPORT TEACHER**

**SKILLS, KNOWLEDGE, QUALIFICATIONS AND EXPERIENCE:**

- Valid and appropriate teacher's certificate.
- Demonstrated background knowledge in Reading/Math.
- Experience working with urban elementary school children.
- Success with improving student achievement as demonstrated by State mandated summative & formative assessments.
- Ability to communicate effectively with students, school personnel, and parents, and an ability to work cooperatively with others.
- Ability to motivate students and get them excited about learning.
- Knowledge of technology-based activities that assist and facilitate student progress.
- Demonstrated ability to use data to drive instruction.
- Experience with effective Tiered Instruction.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provide structured instruction to cover missed prior year subject area content and provide remediation to address student learning loss.
- Designing and/or delivering ambitious lesson plans to continuously accelerate student progress beyond basic grade-level competency.
- Provide one-on-one tutoring or working with students in small groups, on a daily basis to ensure academic proficiency.
- Utilizing assessments and data tracking systems to guide lesson plan development and implementation.
- Working collaboratively in professional learning teams across grades and content areas.
- Initiating and maintaining positive relationships with students and their families. Encourage parents/caregivers to become active partners in their children's education and to become involved in school and classroom.
- Provide support, guidance and feedback to students and team members to ensure academic achievement.
- Analyze student achievement and observational data to create instructional intervention plans and make instructional decisions to address student needs (i.e. state assessments, benchmarks, DRA, progress monitoring, running records, formative assessments, teacher recommendations, report card grades/comments, etc.)
- Work closely with classroom teacher to determine the most effective strategies to support student learning, design the appropriate instructional lessons for identified students in need and share student progress over the course of the school year.
- Maintain joint responsibility with classroom teacher to plan daily instructional strategies that support student learning objectives.
- Maintain joint responsibility with classroom teacher to assess student progress toward meeting academic standards.
- Take a leadership role in developing a collaborative teaching environment that supports open communication resulting in a strong and productive working relationship between the classroom and academic support teacher.
- Integrate daily lesson plans to maintain congruence and adequate pacing for students.
- Meet regularly as a team to share successes and brainstorm solutions to shared problems throughout the academic year.
- Identify academic support students using valid multiple assessment criteria during the first full week of school for grades 3-5.

- In cooperation with the building principal and grade level teachers, properly group students for academic support classes after careful review of multiple assessment data and recommendations.
- Monitor program effectiveness by gathering, manipulating and analyzing assessment results at the school level and provides supports to teachers as needed.
- Consistently monitors ongoing performance of students in math/literacy/classroom.
- Monitor and maintain accurate records on student achievement, articulating the progress and success of each student to parents, teachers, principal and I&RS team members when necessary.
- Develop and monitor instructional goals and specific instructional objectives for each student selected for academic support.
- Design a model push-in/pull-out program that aligns closely with regular classroom instruction in terms of pacing and content.
- Strive to maximize the educational achievement of each student by motivating, stimulating and encouraging higher order thinking at the appropriate grade level as reflected in all intervention instruction/lesson plan design.
- Maintain the confidentiality of school and student records.
- Provide clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.
- Provide progress reports on students assigned to the program to both classroom teachers and parents as required.
- Believe all students can find academic success as demonstrated by grade level instructional design and the implementation of appropriate academic interventions.
- Strive to maintain and enhance professional learning through professional reading as well as participation in and leading of workshops, conferences and appropriate staff development programs in accordance with district guidelines.
- Remain current on best practices and scientifically based research strategies on tiered intervention strategies, flexible grouping, motivating struggling students, strategies that work for reading, writing and math, and developing higher order thinking skills.
- Performs other duties as may be assigned.

**REPORTS TO:** Principal

**LENGTH OF EMPLOYMENT:** TIME LIMITED (*Federal Funding for position ends September 2023*)

**SALARY:** Based on School District Salary Schedule

**CLOSING DATE:** Open Until Filled

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