

JOB DESCRIPTION

Position Title:	Instructional Support Teacher	Reports to:	Building Principal & Supervisor of Special Education
Classification:	Professional	Revision Date:	April 18, 2013

SUMMARY:

This position works in collaboration within their assigned building(s) with Administrators, guidance counselors, district staff, Intermediate Unit itinerant staff, students and their families to increase student achievement using data informed processes and to facilitate the instructional support team process, academic interventions and the special education identification process.

PERFORMANCE RESPONSIBILITIES

- Provides direct assessment services to students in regular and/or special education environments to determine instructional levels, rates of acquisition and retention.
- Schedules and leads instructional support team meetings.
- Assesses the students' degree of need(s) and provides recommendations for specific instructional interventions to the building principals, teachers, and other members of the Instructional Support Team.
- Adapts materials for instructional purposes and measures student progress.
- Determines specific occurrences of inappropriate and appropriate behaviors and devises behavior management techniques for teachers to increase appropriate behavior in individual students.
- Collaborates with classroom staff to devise behavior management techniques to increase appropriate behavior in individual students as part of the Functional Behaviors Assessment process and development of the individual student's Positive Behavior Support plan.
- Facilitates collaborative consultation techniques with regular and special education staff, parents, the school psychologist, and outside agencies.

- Performs formal and/or informal diagnostic evaluations, i.e., academic, behavioral and/or perceptual for the purposes of defining and refining student needs.
- Monitors those classroom staff, who have implemented suggested strategies and performs periodic data reviews to determine whether to continue, update, or discontinue those student strategies.
- Conducts formal student observations and gathers data for multidisciplinary evaluations.
- Completes special education paperwork, in collaboration with the assigned learning support teacher for students that qualify for learning support services.
- Collaborates with assigned learning support teacher(s) to develop required special education documents for move-in students.
- Acts as a liaison between building staff and itinerant service providers including, but not limited to speech therapists, occupational therapists, physical therapists, itinerant teachers of the deaf and hard of hearing, and the audiologist.
- Follows-up with move-in, identified special education student's previous school districts to ensure that special education services are provided, and appropriate documents are acquired and revised/updated.
- Develops 504 plans for eligible students.
- Participates in the preschool transition team meetings and schedules and facilitates parent/school team meetings and classroom/program visitations as appropriate.
- Provides direct instruction to a small group of students during school-wide remediation periods.
- Provides in-service programs for school personnel regarding materials, interventions, assessment techniques, and appropriate strategies.
- Assumes any other responsibilities as assigned by the Superintendent or his/her designee.

QUALIFICATIONS

- Valid Pennsylvania teaching certificate for the level and subject(s) to be taught.
- A minimum of five (5) years experience as a teacher.

PHYSICAL REQUIREMENTS:

Frequent bending, twisting, lifting, pushing, and pulling. Constantly alternating between sitting and standing. Normally does no work at heights above ten feet. Normally does not lift any object weighing more than fifty pounds.

The undersigned applicant verifies his/her ability to perform the aforementioned necessary physical and sensory requirements.

Signature

Date