

## **Resource Specialist Program (RSP) Teacher**

**Supervisor: District Superintendent and School Principals**

**Location: Geyserville Elementary School**

### **DEFINITION**

Provide special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned.

### **DIRECTLY RESPONSIBLE TO**

Site Administrator and District SPED Team

**DUTIES AND RESPONSIBILITIES** (Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks, which may be found in positions within this classification.)

Direct Instruction:

- Provides direct instruction in the academic areas to resource specialists program pupils on a one-to-one or small group basis, either in the resource room or the regular classroom;
- Provides information and assistance to individuals with exceptional needs and their parents;
- Monitors pupil progress on a regular basis, participating in the review and revision of the instructionalized education programs, as appropriate; refers pupils who do not demonstrate appropriate progress to the individualized education program team;
- Evaluates student growth in academic achievement, self-concept, and social skills;

Instructional Strategies:

- Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned.
- Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
- Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
- Conduct assessment of student learning styles and use results to plan for instructional activities.
- Present subject matter according to guidelines established by IEP.
- Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned.
- Conduct ongoing assessments of student achievement through formal and informal testing.

Consulting Services: provides consultation services as follows:

- Identification and assessment of behavior patterns in pupils;
- Utilization of evaluation data for the modification of instruction and curriculum;
- Application of effective classroom management techniques;
- Identification of resources appropriate to individuals with exceptional needs to regular staff members, parents, and guardians;
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Use effective communication skills to present information accurately and clearly.

Coordination:

- Coordinates referral and assessment procedures;
- Assists in the coordination of the individualized education program team meetings;
- Coordinates instructional planning (i.e., the development and implementation of individualized educational programs for individuals with exceptional needs);
- Coordinates the implementation of special education services provided individuals with exceptional needs;
- Assists in the coordination of designated instruction and services;
- Coordinates the collection of relevant information for those students referred to the individualized education program team;
- Coordinates the organization and distribution of special education media and materials for resources in regular classrooms;
- Coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum;
- Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Consult with classroom teachers regarding management of student behavior according to IEP.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.

Interpretation and Implementation of Laws, Regulations, and Other Compliance Requirements:

- Schedules and monitors referral procedures in accordance with legal requirements;
- Monitors the development of individualized educational programs and conduct review meetings in accordance with legal requirements;
- Processes information leading to approval of services by child, parent, or guardian;
- Provides leadership for assuring full compliance with legal requirements.
- Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
- Maintain confidentiality.

Parent Education:

- Provides parents with basic knowledge of assessment procedures in instrumentations and how to utilize the information;
- Provides parents with basic understanding of remedial methods and techniques as they relate to their own child's program;
- Provides parents with basic home enrichment in home management techniques designed to meet the needs of their child;
- Counsels parents in areas related to their child's abilities including strengths and weaknesses as well as the child's needs and goals including career and vocational planning alternatives;
- Provides parents with information as to effective utilization of community resources.

Staff Development:

- Participate in staff development activities to improve job-related skills.
- Attend and participate in faculty meetings and serve on staff committees as required.

Other duties as needed.

**MINIMUM QUALIFICATIONS**

Education, Training, and Experience

Preferred:

- Bachelor's Degree from an Accredited University
- Possession of a clear teaching credential with required special education endorsements for assignments
- English as a Second Language preferred
- Also welcome - enrollment as an intern candidate and authorization to teach special education

# Geyserville Unified School District

## Intervention Teacher

**Supervisor: District Superintendent and School Principals**

**Location: Geyserville Elementary School**

The role of the Intervention Teacher is to provide students with direct instructional support using the Response to Intervention framework. The student intervention services require the use of District adopted resources within a structure informed by student achievement data. The Intervention Teacher is accountable for promoting standards-based literacy and numeracy instruction across the content areas using a multi-tiered approach and evidence-based interventions.

The District's Core Components for RTI include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff professional development and collaboration, and parent support. A key to the Intervention Teacher's roll will be the use of data based problem solving model and appropriate evidence-based strategies to provide access to core instruction.

The Intervention Teacher is a support position and does not include the evaluation of teachers.

### **Roles & Responsibilities:**

- Provide students with direct intervention support.
- Teach and coordinate Tier 1 & 2 intervention for target students
- Teach and support the coordination of the intervention services
- Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tier 1 & 2 interventions
- Under direction of the site administrator, keep teachers, staff, and parents informed regarding the status of the RTI services
- Participate in Student Study Team meetings to assist in coordination of intervention services for students receiving intervention services

### **Desirable Qualifications:**

- Successful experience working with a diverse English Learner student population
- Teaching experience at more than one grade level
- Experience implementing the RTI/problem-solving model
- Skills in analyzing and using data to make instructional and behavioral decisions

### **Working Conditions Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing, and pulling. Move small stacks of textbooks, media equipment, desks, and other classroom or adaptive equipment. May be required to lift and position students with physical disabilities; control behavior through physical restraint; and assist non-ambulatory students. Exposure to biological hazards.