

Geyserville Unified School District

.5 FTE: Resource Specialist Program (RSP) Teacher

Supervisor: District Superintendent and School Principals

Location: Geyserville Elementary School and Geyserville Middle/High School

DEFINITION

Under general direction provides instruction and services for those pupils whose needs have been identified in an individualized educational program developed by the individualized education program team and who are assigned to regular classroom teachers for the majority of a school day.

DIRECTLY RESPONSIBLE TO

Appropriate Program Administrator, Special Education

SUPERVISION OVER

Trains and assigns the work of instructional aides; provides input into the employee evaluation process.

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.)

A. Direct Instruction: (1) 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; (2) provides information and assistance to individuals with exceptional needs and their parents; (3) 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; (4) evaluates student growth in academic achievement, self concept, and social skills; (5) provides emphasis at the secondary school level on academic achievement, meeting proficiency standards, career and vocational development, and preparation for adult life; (6) assists in the selection, training, and evaluation of resource specialist instructional aides.

B. Consulting Services: provides consultation services as follows: (1) identification and assessment of behavior patterns in pupils; (2) utilization of evaluation data for the modification of instruction and curriculum; (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members, parents, and guardians; (5) development of pre-vocational and/or vocational plans for individuals with exceptional needs; (6) acceptance by regular classroom teachers and students of individuals with exceptional needs.

Resource Specialist Program Teacher – Job Description

C. Coordination: (1) coordinates referral and assessment procedures; (2) assists in the coordination of the individualized education program team meetings; (3) coordinates instructional planning (i.e., the development and implementation of individualized educational programs for individuals with exceptional needs); (4) coordinates the implementation of special education services provided individuals with exceptional needs; (5) assists in the coordination of designated instruction and services; (6) coordinates the collection of relevant information for those students referred to the individualized education program team; (7) coordinates the organization and distribution of special education media and materials for resources in regular classrooms; (8) coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum; (9) coordinates special education inservice workshops and workshops for staff and/or parents; (10) coordinates follow-up activities to insure service delivery to all individuals with exceptional needs.

D. Interpretation and Implementation of Laws, Regulations, and Other Compliance Requirements: (1) schedules and monitors referral procedures in accordance with legal requirements; (2) monitors the development of individualized educational programs and conduct review meetings in accordance with legal requirements; (3) processes information leading to approval of services by child, parent, or guardian; (4) provides leadership for assuring full compliance with legal requirements.

E. Parent Education: (1) provides parents with basic knowledge of assessment procedures in instrumentations and how to utilize the information; (2) provides parents with basic understanding of remedial methods and techniques as they relate to their own child's program; (3) provides parents with basic home enrichment in home management techniques designed to meet the needs of their child; (4) 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; (5) provides parents with information as to effective utilization of community resources.

F. Staff Development: (1) assists in planning parent education workshops; (2) attends special education inservice training as required and participates in providing in-service education for regular school staff.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a clear resource specialist certificate and a special education credential, or verification of three or more years of teaching experience and a special education credential.

.3 FTE: Intervention Teacher

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 that promote access to the CORE
- Teach and coordinate Tier 2 & 3 intervention for target students
- Teach and support the coordination of the afterschool intervention services
- Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tier 1, 2 & 3 interventions
- Keep teachers, staff, and parents informed regarding the status of the RTI services
- Provide non-evaluative classroom observation and feedback, modeling, and other supportive assistance necessary related to the implementation of the RTI process
- Participate in Student Success Team meetings to assist in coordination of intervention services for students receiving intervention services
- Support and coordinate the integration of technology into the curriculum

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
- Experience working in a Professional Learning Community
- Skills in analyzing and using data to make instructional and behavioral decisions