

## **ACADEMIC AND BEHAVIORAL SUPPORT RESOURCE TEACHER**

### **PRIMARY FUNCTION:**

Under the supervision of the site administrator, shall facilitate and support the optimal academic and behavioral development of each student. Shall work with other school employees and parents to create opportunities for students' academic and behavioral growth through individual and small group settings.

#### Professional Responsibilities

1. Compile and analyze data as required for documentation and program planning; maintain accurate records.
2. Maintain awareness and understanding of current educational trends and developments through professional literature, by attending conferences, site and district meetings, and staff development opportunities.
3. Maintain personal standards of grooming compatible with the contract.
4. Maintain standard of promptness in carrying out assignments.
5. Meet obligations as specified by the Education Code and Board Policy.
6. Participate in District and Learning Support activities such as staff meetings and Professional Learning Community (PLC) work.
7. Share responsibility for the effective operation of site and District programs.

### **ESSENTIAL FUNCTIONS:**

#### Areas of responsibility

1. Assist in the development and implementation of academic and/or behavior intervention support programs.
2. Communicate with parents or guardians through a variety of means regarding their child's academic and social-emotional needs; provide insight to District/school programs and resources.
3. Participate in Student Study Team meetings to provide assessment information and advice on modifying the student's instructional program and/or behavioral interventions.
4. Plan, coordinate, and present staff development related to Response-to-Intervention programs.
5. Provide supplementary, specialized and prescriptive instruction to small groups or individual students using District-approved intervention materials.

#### Other Duties and Responsibilities

Under the direction of his/her supervisor, the Resource Teacher may be assigned to:

1. Assist with standardized testing procedures in accordance with the District assessment program.
2. Coordinate the distribution and collection of required documentation.
3. Participate in development of Response-to-Intervention programs within the school of assignment and/or on a District level.

4. Plan, coordinate and evaluate the work of paraprofessionals, Student Helpers and other support personnel, and as requested by the site supervisor, participate in the selection of these employees.
5. Supervise students in classroom and out-of-classroom activities during the assigned work-day.

**WORK DAY:**

This position is considered a classroom teaching position and work hours are based on a 7-hour day inclusive of lunch. Salary placement on Certificated Salary Schedule.

**QUALIFICATION STANDARDS:**

Ability – Above average recommendations from supervisors or other professionals who have observed the teacher’s personal characteristics, scholastic attainment and classroom performance.

**EXPERIENCE:**

Three years of teaching experience required.  
Experience in data retrieval and analysis preferred.  
Previously trained, or willing to be trained, in Pro-Act or other de-escalation techniques.

**EDUCATION/CREDENTIALS:**

California teaching credential as established by state and local governing boards. Additionally, Pupil Personnel Services Counseling credential preferred, but not required.

**KNOWLEDGE AND ABILITIES:**

Knowledge of:

- Oral and written English communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Current trends and research in Response-to-Intervention programs.

Ability to:

- Establish and maintain cooperative and effective working relationships with others.
- Maintain confidentiality and use of discretion.

**WORKING CONDITIONS:**

Environment:

- Indoor and outdoor work environment.

Physical Abilities:

- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking clearly to exchange information and make presentations.
- Lifting books, materials and equipment to execute presentations or lessons.
- Seeing to read, prepare and review a variety of activities and to monitor staff/student activities.
- Sitting or standing for extended periods of time.
- Walking extended lengths to move around work sites.

Hazards:

- Potential exposure to communicable diseases and contact with blood and other body fluids.
- Potential exposure to physical injury from aggressive behavior.