

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

TEACHER: SPECIAL EDUCATION ACADEMIC LITERACY INTERVENTION

DEFINITION

Under general supervision of the Special Education Director, provides consultation, staff development, and instructional support for school site teams who have students in need of specialized academic literacy intervention.

EXAMPLES OF DUTIES

- Provides staff development, mentoring, modeling, and coaching in all aspects of academic literacy, including reading and writing, with a focus on research-based reading intervention programs, content area reading strategies, and response to literature/expository texts to school site teams district-wide.
- Provides consultation and support for special education teachers, regular education teachers, and classified staff in the area of academic literacy intervention and support.
- Provides modeling for instruction of individual and small groups of students with recreational and expository reading materials with emphasis on auditory processing, phonemic awareness, reading comprehension and symbol imagery using specialized programs such as Lindamood-Bell.
- Provides training for staff in the use of data from student records and progress monitoring to prepare curriculum and instruction for students in individual, small-group, and whole class settings.
- Provides direct instruction in academic literacy for students in whole class, small group, and individual settings.
- Assists site personnel with ongoing assessment and review of student progress.
- Assists with the implementation of parent education in the area of academic literacy.
- Acts as a resource and provides assistance to certificated and classified staff on specialized intervention programs in the areas of reading and writing.
- Provides samples and models of instructional materials to special education teachers for classroom setting.
- Attends and provides input at IEP meetings; assists with monitoring of IEP goals and objectives.
- Maintains record of intervention and consultation as well as progress of students as appropriate.
- Models positive reinforcement to assist students in their development and behavior.
- Performs other related duties as required.

QUALIFICATIONS

Ability to:

Plan, organize, coordinate, and implement model academic literacy and reading intervention programs at all grade/age levels throughout the district; supervise in the development of strategies for curriculum modifications; develop and present training for teachers and instructional assistants in best practices regarding literacy; evaluate and analyze complex problems, issues, and concerns, and

recommend appropriate alternative solutions; communicate effectively in oral and written form to a variety of audiences; Assist with the development of IEP goals; utilize research-based programs such as Lindamood-Bell to assist teachers in implementing IEP goals; establish and maintain cooperative organizational, public, and educational community relationships; comply with the District's customer service standards, as outlined in Board Policy.

Education:

Current California teaching credential or license authorizing service for individuals with exceptional needs. Bachelor's degree, including all courses needed to meet credential requirements. Course work in the psychological characteristics of exceptional children and remedial techniques in the basic skills subject area is desirable.

Experience:

Two years of successful in district classroom teaching experience with individuals with exceptional needs is desirable.

Required Certificates/Licenses:

Current California teaching credential authorizing service for individuals with exceptional needs.