

## LITERACY INTERVENTION ASSISTANT

### **DEFINITION**

Under supervision of the Special Education Department in conjunction with site administrators, to perform paraprofessional duties related to the Individual Education Plan goals and objectives; to provide intensified and specialized literacy experiences for students; and to do related work as required.

### **EXAMPLES OF DUTIES**

*The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.*

1. Tutors individual and small groups of students in reading with emphasis on auditory processing, phonemic awareness, comprehension and symbol imagery using specialized phonics programs such as Lindamood-Bell.
2. With certificated support, prepares daily lesson plans based on student progress; keeps notes and records of student progress.
3. Works autonomously providing phonics programs such as Lindamood-Bell to school sites throughout the District.
4. Provides training to special education staff, instructional assistants, teachers and other staff on specialized phonics programs.
5. Assists with ongoing assessment of student progress.
6. Works with teachers on the appropriate guidance and instruction needed to further enhance student development.
7. Assists with the implementation of parent education in the area of study skills.
8. Acts as a resource and provides assistance to certificated staff on specialized phonics programs such as Lindamood-Bell.
9. Prepares and sets up classroom setting, creating a positive learning environment, i.e. bulletin boards, displays of student work, work walls, and print rich environment.
10. Attends and provides input at IEP meetings; monitors IEP goals and objectives.
11. Maintains records of attendance and progress for students.
12. Uses positive reinforcement to assist students in their development and behavior, including attending inservices on instructional and behavior strategies.
13. Operates office equipment such as copy machine, computer, language master and tape recorder.
14. Performs other related duties as required.

### **QUALIFICATIONS**

#### **Knowledge of:**

Current instructional practices in language arts, specifically phonemic awareness, auditory processing and conceptualization, symbol imagery and visualizing and verbalizing; appropriate student behavior and development; directing and motivating students; techniques and procedures regarding the IEP process and delivery systems for special education.

#### **Ability to:**

Assist with the development of IEP goals; utilize phonics programs such as Lindamood-Bell to assist students in meeting IEP goals; provide training to instructional assistants, special education staff and parents; perform simple clerical work and record keeping; use computers and software; appreciate human diversity; understand and carry out oral and written instructions; establish and maintain cooperative working relationships; comply with the District's customer service standards, as outlined in Board policy.

**Education/Experience:**

Any combination equivalent to: Completion of the twelfth grade, supplemented by training in specialized phonics programs; and one year of experience working with students in an instructional related capacity.

**License/Certificate Requirement:**

Possession of a valid California Driver's License.

Pass a District proficiency test in English usage, language arts and math or have passed CBEST or have completed two years of college.

**PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

**Environment:** Work is performed primarily in a classroom setting with travel between school sites.

**Physical:** Primary functions require sufficient physical ability and mobility to work in a classroom setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

**Vision:** See in the normal visual range with or without correction.

**Hearing:** Hear in the normal audio range with or without correction.