

TEACHING ASSOCIATE: INTERVENTIONIST, Full Time

Primary Function (Job Goal)

To assist in establishing a well-organized, smoothly functioning educational environment in which students with and without disabilities can take full advantage of the instructional program, extra-curricular and co-curricular activities and other District resources.

Reports To (accountability)

Assigned Teacher(s)
Building Administrator(s)
Director of Special Education
Executive Director for Teaching and Learning

Supervisory Responsibilities

None

Qualifications

- Professional Educator License OR Substitute License from ROE **OR**
- Paraprofessional License through the Illinois State Board of Education by:
 - Successful completion of sixty(60) semester hours of college or university coursework; or
 - Hold an Associate's (or higher) college degree; or successfully pass the ACT WorkKeys Assessment Test or the ETS Paraprofessional Assessment Test along with a high school diploma or its equivalent.
- Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.
- Pre-employment medical examination, including tuberculosis clearance
- Pass a Regional Office of Education Fingerprint/Background Clearance including Federal Bureau of Investigation

Physical Requirements

- Appropriate strength to move and transport children, classroom furniture, instructional materials, and equipment from place to place.
- Ability to travel with children from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Endurance within a classroom setting; teaching students while standing, sitting, or walking throughout the classroom, building or outside activities with the ability to maneuver in tight spaces between desks, etc.
- Working with the students in an instructional setting may entail kneeling or squatting, stooping, and bending from the waist on an occasional to frequent basis on a given day.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to children and others in the school community.
- Ability to sit with children in chairs, or next to tables and desks.
- Ability to travel on student transportation.
- Use of aids such as whiteboards, posters, bulletin boards, overhead projector, television, VCR/DVD, computer, and technological equipment.
- Retrieval, use, lifting and storage of teaching material, including books, equipment, assignments, etc

Physical Environment

Typically, the assignment is inside, in a school environment, including classrooms, hallways and other common areas of a school building. The work also requires the Interventionist to work outdoors for student supervision, or for activities that are away from the school.

Essential Duties and Performance Responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, ability, physical demands and working conditions required of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Professional Behavior

- Promotes an atmosphere of respect for children and adults.
- Demonstrates ethical and confidential behavior (maintains confidentiality about children, their families and other employees).
- Demonstrates an appropriate use of time, including but not limited to the responsible use of sick leave and other leave, and work schedule.
- Addresses conflicts with other employees using the appropriate chain of command, typically, first with the individual with whom a conflict has occurred, then with an immediate supervisor and then the District Office.
- Participates in appropriate in-service and training activities, including all training sessions relative to the implementation of intervention programs.
- Makes a positive contribution to the school's functions and activities.

Professional Relationships with Students

- Shows enthusiasm when working with students.
- Shows patience and understanding toward students.
- Demonstrates an understanding of fostering independence.
- Treats students in a respectful, responsible and peaceful manner with due consideration to the students' physical, social and psychological development.
- Maintains effective and cooperative professional relationships with students.
- Demonstrates appropriate responses to student initiated interactions.
- Provides a positive role model for students.

Working as a Team Member

- Demonstrates willingness to become knowledgeable about the District's intervention programs and the Response to Intervention philosophy.
- Participates cooperatively whenever acting as a member of a school-based team.
- Collaborates with classroom teachers on the development of schedules and services for students.
- Maintains effective and cooperative professional relationships with staff.
- Demonstrates professional and appropriate communication with teachers, other employees, parents and community members.
- Shares relevant information for team meetings, as directed by a teacher.
- Uses established communication systems for appropriate purposes.
- Communicates effectively with parents, only as directed by a teacher.

Instructional Support

- Checks notebooks and supervises testing and make-up work for assigned students, as directed by a teacher.
- Provides reading, writing and math instructional support services to students.
- Presents subject matter to students under the direction and guidance of teachers, using lectures, discussions or during center instruction.

- Assists assigned students with classroom activities, including instructional modifications and/or accommodations under the direction of a teacher.
- Carries out therapeutic regimens such as behavior modification and personal development programs, under the supervision of teachers, psychologists, social workers/counselors, OT, PT, and/or speech/language pathologists.
- Assists assigned students with identified interventions, guided practice or other routine reinforcement activities for students individually or in small groups, as directed by a teacher.
- Uses computers, technology and other equipment and materials to supplement presentations.
- Instructs and monitors students in the use and care of equipment and materials, in order to prevent injuries and damage.
- Provides feedback to assigned students and teachers, based on progress monitoring and formative assessments.

Social/Behavioral Support

- Assists with the behavioral management system of students, as assigned.
- Provides students with feedback and reinforcement on the students' performance consistent with each student's behavior management plan and as directed by a teacher.
- Redirects inappropriate and detrimental behaviors in a positive manner, consistent with teacher direction and reinforces and encourages caring and helping behaviors among students.
- Performs data collection for assigned students with and without disabilities, including assisting with daily charting of progress on academic and behavioral charts of students, as assigned by a teacher.
- Assists with the behavioral management system of students, as assigned.
- Provides students with feedback and reinforcement on the students' performance consistent with each student's behavior management plan as directed by a teacher.

Non-Instructional Support

- Supervises the arrival and departure of assigned students each day, as assigned, including assisting with bus loading and unloading.
- Escorts students to and from washroom, classrooms, or other locations on or off school premises, as assigned.
- Supervises and/or assists students in classrooms, halls, cafeterias, gymnasiums, at lunch/ recess/snack, Specials/Explore or on field trips, as assigned.
- Prepares instructional materials, center activities, equipment, and demonstrations as assigned.
- Maintains records accurately and completes the same in a timely manner.
- Performs other tasks and assumes such other responsibilities as may be assigned from time to time.
- Supervises the arrival and departure of assigned students each day, as assigned, including assisting with bus loading unloading.

Job Requirements: Skills, Knowledge, Abilities and Responsibilities

The qualifications listed are representative of the knowledge, skill, ability, physical demands and working conditions required for this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Demonstrates support for the mission, beliefs and goals of Troy Community Consolidated School District 30C.
- Uphold the established Board of Education policies, regulations and administrative procedures.
- Interest in the well-being of all students.
- Maintains confidentiality in matters relating to staff, students and administrators.
- Learns and observes safety practices.
- Attentive to detail.
- Exercises good judgment.

- Works without close supervision.
- Communicates with diverse groups.
- Follows written and verbal instructions in English.
- Establishes and maintains effective working relationships
- Meets deadlines and schedules.
- Sets priorities.
- Multi-tasking.
- Works under limited supervision following standardized practices and/or methods.
- Leading, guiding, and/or coordinating others.
- Manages resources effectively.
- Demonstrates professionalism and contributes to a positive work environment.
- Maintains an acceptable attendance record and is punctual.

Term of Employment

178 days

11 paid holidays

Completion of mandated training through Global Compliance Network

FLSA Non Exempt Status

Evaluation

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of Educational Support Personnel.

Employee Signature

Date