



DEER VALLEY

Unified School District

JOB DESCRIPTION

Job Title: Literacy Intervention Curriculum Instruction and Assessment Specialist (CIAS)

Position Type: Certified	Department: Curriculum, Instruction & Assessment
Salary Schedule: Certified	Reports to: Director of Academics and Assessments
Salary Range: N/A	Location: District Office
Term of Employment: 9 months	Date: June 13, 2022
Shift: Day	Approved By: Human Resources

POSITION SUMMARY:

The Literacy Intervention CIAS provides embedded, visible support that responds to the needs of teachers providing Tier III support in the universal skill of reading and writing on an ongoing, consistent, dedicated way in grades 4-12 throughout the district. He or she engages staff in the study and use of effective instruction and intervention strategies for all students identified for intensive reading support based on universal screening data. Additionally he or she provides supports to maintain current implementation of district supported reading interventions, which may include: Read 180, System 44, and Elevate. This includes running instructional program with fidelity and creating coordinated professional development that is responsive to student achievement data and instructional needs. The Literacy Intervention CIAS shall serve as liaison between schools and the district. Additionally, the Literacy Intervention CIAS will work collaboratively with the ELA CIAS K-5 and ELA CIAS 6-12 in order to stay up to date and provide input regarding Tier II Intervention practices to ensure continued alignment between all three tiers of instruction. Although, lead responsibility of Tier III for K-3 students will remain on the K-5 ELA CIAS, the Literacy Intervention CIAS will collaborate with the K-5 ELA CIAS to ensure alignment between interventions at the primary, intermediate and secondary levels.

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

ESSENTIAL FUNCTIONS:

- Increases the quality and effectiveness of District Provided Interventions: Read 180 Universal, System 44 Next Generation, and Reading Horizons Elevate and Discovery.
- Supports all Read 180, System 44 and Elevate teachers throughout the district in grades 3-12.
- Maintains current knowledge of educational research, materials and strategies by attending meetings, trainings and conferences pertaining to reading intervention.
- Provides supplemental resources/materials to teachers to help students close the achievement gap.
- Develops and manages an in-classroom support schedule including meetings with teachers to analyze student work, review classroom assessments, and plan for instruction.
- Coaches and models/demonstrates Intervention Lessons.
- Trains and supports Read 180, System 44, and Elevate teachers, administrators, and other district leadership in developing strong instructional practices to improve student achievement.
- Mentors and trains new Read 180, System 44, and Elevate/teachers and provides ongoing professional development for all Tier III Intervention Teachers.
- Facilitates professional learning communities for interventionists.
- Supports building administrators in the use of data to identify instructional strategies that will foster improvement in student achievement.
- Develops and shares implementation reports and recommendations with district and building leadership.
- Conducts Read 180, System 44, and Elevate classroom visits with checks for fidelity.
- Proficiently navigates the Read 180 and System 44 online system and assists teacher in proper utilization of the classroom student data system to make instructional decisions.
- Provides technical assistance with common Read 180 and RI Testing License challenges and routine software/hardware issues.
- Provides technical assistance to teachers and administrators in the analysis and interpretation of student data related to learning, achievement and to designated content areas.
- Provides technical and instructional support with Tier II Interventions in collaboration with the ELA CIAS at K-5 and 6-12.
- Attends specific meetings, which affect the curriculum, instruction, and assessment of grades K-12; prepares reports as needed.
- Effectively determines and clearly communicates instructional goals.
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
- Provides professional development for staff that is related to district goals that promote collaboration.
- Utilizes data to determine adult learning priorities.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Demonstrates knowledge of the alignment of curriculum with Arizona College and Career Ready Standards.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.

- Assists the staff in understanding and aligning the curriculum content standards.
- Recommends adjustment in curricular, assessment, and instructional strategies resulting from the analysis of data.
- Utilizes technology in developing curricular, instructional, and assessment strategies.
- Displays awareness of resources.
- Has an accurate impression of the lessons' effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need help.
- Works to develop a repertoire of leadership strategies.
- Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
- Applies District policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, and Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Must meet any additional specific job requirements as indicated by the district.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies and professional development.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.

- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Must attain SEI endorsement as required by Arizona Department of Education
- Must have a Reading Endorsement

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Master's degree preferred, with a minimum of five years effective teaching experience.
- A minimum of three years of Read 180 teaching experience preferred.
- Site leader experience preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.

- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.