

# Chittenden Central Supervisory Union

## Job Description

**JOB TITLE:** Instructional Tutor

**FLSA STATUS:** Non-Exempt

**UPDATED:** 8/8/03

**POSITION OBJECTIVE(S):** Under the direction of the Special Educator, delivers and implements student Individual Education Plans, 504 Plans and/or Act 230 Plans and consults and collaborates with classroom teachers to meet the needs of assigned students, and effectively integrate students into the least restrictive environment.

**STUDENT ASSIGNMENT:** Assigned students may include students on the spectrum of autism, multi-handicapped students, emotionally and behaviorally challenged students, as well as other students on Individual Educational Programs, 504 Plans and Act 230 Plans.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

### PLANNING & PREPARATION

- Integrates current best practices, research, and special education laws into the education of the disabled, to assure compliance with state and federal laws, and to provide the most effective educational program for assigned students.
- Demonstrates knowledge and understanding of assigned students including: intellectual, social, and emotional characteristics of age group; students' varied approaches to learning; student skills and knowledge; student interests and cultural heritage; economic and cultural influences; student's family, school and community context.
- Utilizes available school and community resources and outside agencies to ensure proper delivery of students' IEP under the direction of the Special Educator. (SLP, Social Worker, OT/PT, internal and external professionals and agencies, and the like).
- Under the direction of the Special Educator, works with classroom teachers to select, design/modify classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) for assigned students designed to promote the academic, vocational, physical and social development needs of students, adhering to accommodations as appropriate.
- Assists the Special Educator with the administration and/or coordination of a thorough assessment which may include language, behavior, visual motor, gross and fine motor, and cognitive skills using a variety of techniques including standardized tests, rubrics, checklists, curriculum based measures, developmental scales, observations, behavior objectives, and the like.
- Under the direction of the Special Educator, Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine proper assessment tools and procedures, and to discuss evaluation results.

## LEARNING ENVIRONMENT

- Helps to create and maintains an environment of respect and rapport.
- Assists with the integration of assigned students into regular classroom settings using the concepts of normalization and least restrictive environment.
- Determines appropriate affective and social behavior, identifies children's competencies in their daily living skills, and develops and implements effective student behavior support plan under the direction of the Special Educator.
- Implements appropriate assistive technology devices and other adaptive or augmentative systems that will enhance student communication and accessibility to learning.
- Assists in providing a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

## INSTRUCTION

- Effectively provides academic instruction, social skills training and other direct services to assigned students individually, and in small/large groups (both outside and within the regular classroom) as decided by team members, using the recommendations of the most current written Evaluation Report under the direction of the Special Educator.
- Implements appropriate classroom activities/educational materials to effectively engage students in learning and to maximize student comprehension of the lesson; including implementation of individual educational plans, instructional groupings, behavioral management techniques, peer support and the like under the direction of the Special Educator.
- Implements and assists in the development of behavioral management/modification plans and programs for assigned students under the direction of the Special Educator/Classroom Teacher.
- Under the direction of the Special Educator, Assists the classroom teacher in providing effective, timely, and quality feedback on student progress to parents, students and other professionals as needed or required.
- Under the direction of the Special Educator, Assists the classroom teacher in accurately assessing the effectiveness of classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) to make sure instructional goals of assigned students are being met; and persistently seeks thoughtful alternative approaches/resources to improve student learning.
- Supervises students and delivers lesson plans when teacher is absent from the classroom for short periods.
- Participates in various community activities and field trips with students.

## OTHER PROFESSIONAL RESPONSIBILITIES

- Assists students as required with toileting, self-care, eating, wheel chair transport and transfer. Check and adjust hearing aids and so forth.
- Assists the Special Educator and School Principal in planning and evaluating program effectiveness and identifying program needs.
- Assists with maintaining accurate, complete, timely, effective and confidential student records and related reports as required by law, district policy, and administrative regulations: record grades; gather and record a variety of data related to student performance, progress and behavior; file student work; and the like.
- Under the direction of the Special Educator, assists with parental communication and collaboration to effectively keep families informed of the instructional programs and individual student progress; and effectively engages families to help meet the educational needs of the student.
- Works effectively, cooperatively and respectfully with supervisors, colleagues, and subordinates. Under the direction of the Special Educator, Implements strategies such as collaborative teaming, conflict resolution, and mediation strategies to facilitate team decisions around student programs.
- Participates in EST/CRT functions as requested.
- Attends and actively participates in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Keeps abreast of current best practices, research, and special education laws.
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making.
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, policies of the CCSU, and corresponding school district policies.

## SUPERVISION RECEIVED:

Reports to and receives technical direction from the Special Educator. Receives general administrative direction from the School Principal. Evaluated by the School Principal with input from the Special Educator and Classroom Teacher(s).

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Bachelor's degree in Education or Special Education or other appropriate discipline plus two or more years of relevant classroom experience. Working knowledge of Vermont Special Education Law.
- Certifications and Licenses. Valid Vermont State driver's license and reliable transportation preferred and possibly required.

- Language Skills. Ability to effectively instruct students in the subjects of reading and writing. Ability to read, analyze, and interpret common educational and technical journals, periodicals, procedure manuals, and special education regulations. Ability to respond to common inquiries from parents, faculty and peers. Ability to write reports, and business correspondence that conform to Special Education regulations. Ability to effectively present information to students, supervisor, faculty and peers.
- Mathematical Skills. Ability to effectively instruct students in the subject of mathematics.
- Reasoning Skills/Mental Requirements. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- Communication & Interpersonal Skills. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

**PHYSICAL EFFORT AND STRESS.** Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is occasionally required to drive. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually moderate.

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 This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.