**Academic Support Specialist**

**Employee Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reports To:** Campus Principal /Instructional Services

**Dept/Campus:** Assigned Campus **Paygrade:** P2

**Wage/Hour Status:** Exempt **Date Revised:**

**This job description reflects management’s assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned.**

**PRIMARY PURPOSE:**

The purpose of this position is the make sure the student’s progress of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs. This position provides support for student academic achievement, student data, and the school’s Plan for Continuous Improvement through the complete and accurate collection, maintenance, manipulation and reporting of data.

**QUALIFICATIONS:**

**Education/Certification:**

Bachelor’s degree required

Master’s degree in curriculum and instruction or educational leadership preferred

Texas teacher certificate in appropriate area

**Special Knowledge/Skills:**

Proficient understanding of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to assess teaching practices and provide information in a way that is strength based.

Ability to model teach in a wide range of grade levels and subject areas

Ability to provide professional development training individually, in small and large groups

Strong evaluative and assessment skills of staff and student data

Strong communication, public relations, and interpersonal skills

Calm and patient demeanor with staff, students and others

**Experience:**

Three years experience as a classroom teacher

**MAJOR RESPONSIBILITIES AND DUTIES:**

1. Development and implementation of an effective student progress monitoring system that results in targeted assistance for teachers and academic progress for students.
2. Collects, analyzes, and reports data for instructional decision-making regarding student performance.
3. Disseminates student data to instructional personnel in a variety of formats, in usable form, and at different levels of specificity in order for teachers to understand and easily comprehend the data to utilize for improved instruction.
4. Determine each student’s current levels of performance and make a determination of goals that are identified for learning that will take place over time for student progression.
5. Maintain accurate documentation of student performance, progress, needs, and strengths.
6. Collaborate and communicate with campus administrators, instructional coach, DCSI, PSP, content coordinators, and teachers weekly to disseminate student academic progress data.
7. Supports the Campus Testing Coordinator and building administrators with the implementation of the state mandated testing program (including assistance with coding, counting, distributing, and collecting materials).
8. Serves as an active participant on the Campus Leadership Team.
9. Identifies students who are academically at-risk and research and identify strategies to address their needs.
10. Communicates regularly and effectively with administrators, Instructional Coach and Teachers regarding core subjects in order to enhance student academic growth.
11. Work with the Instructional Coach to enable teachers and other practitioners in need of support to translate the progress monitoring data into easily implemented, usable strategies.
12. Assist the Instructional Coach in developing academic materials that can be used as academic interventions at home.
13. Collaborates with the community to develop Title I related outreach activities that foster family engagement and school-home communication.
14. Attend and participate in RTI, PLC, or CLT meetings as necessary, providing information regarding student’s core academic needs.
15. Assist campus administration, DCSI, and PSP by tracking attendance and academic progress of students being served in intervention, remediation, and tutorial programs/classes.
16. Research best practices for effective student academic interventions and work with the campus team to train and implement strategies that will enhance targeted student strategies.
17. Shares the responsibility for the continuous improvement of instruction through a collaborative, data-driven analysis of student learning.
18. Assists in evaluating programs in the school for their relevance to the priority schools improvement plan; uses available data for continuous program evaluation.
19. Ensure students are provided access and utilize progress monitoring and intervention tools to the maximum potential of opportunities.
20. Model behaviors, which insure the development of a district team, focused on problem solving and meeting student needs.
21. Actively support the efforts of others to achieve district goals and objectives and the campus performance objectives (AEIS).
22. Demonstrate behavior that is professional, ethical, and responsible and serve as role model for all district staff.
23. Actively seek training and information, which will enhance skills and knowledge, related to responsibilities.

**WORKING CONDITIONS:**

**The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made if necessary:**

**Mental Demands:**

Ability to communicate effectively (verbally and written); interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress; maintain a clear focus on customer service; ability to manage others in a non-coercive manner

**Physical Demands:**

While performing the duties of this job, the employee is regularly required to sit; stand and move throughout the facilities. Duties also require repetitive hand motions; prolonged use of computer; moderate standing, stooping, bending, lifting/transport of up to 50lbs.Frequent district-wide and occasional statewide travel; occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job, and are not an exhaustive list of all responsibilities, duties and skills that may be required.

Employee Date

Supervisor Date