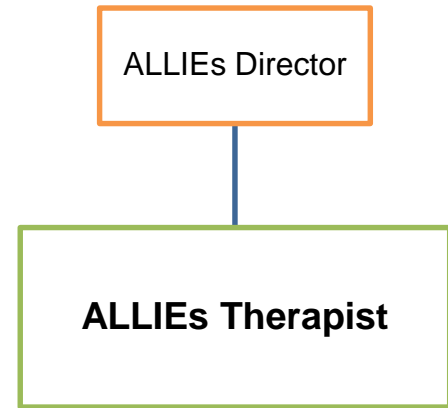


## ALLIEs THERAPIST

|                     |                          |
|---------------------|--------------------------|
| <b>Job Title:</b>   | ALLIEs Therapist         |
| <b>Initial:</b>     | February 9, 2017         |
| <b>Revised:</b>     |                          |
| <b>Work Year:</b>   | 182 Days                 |
| <b>Office:</b>      | Education                |
| <b>Department:</b>  | Assigned Innovation Zone |
| <b>Reports To:</b>  | ALLIEs Director          |
| <b>FLSA Status:</b> | Exempt                   |
| <b>Pay Range:</b>   | Licensed Salary Schedule |

Related Organization Chart



**POSITION SUMMARY:** The ALLIEs Therapist creates a prescribed elementary grade reading remediation program and a class environment favorable to learning and personal growth; establishes effective rapport with students; motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for preparation for college, vocational school or acquiring employment, in accordance with each student’s ability; and establishes good relationships with parents and with other staff members.

**ESSENTIAL DUTIES & RESPONSIBILITIES**

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Teaches prescribed reading remediation curriculum to students in an intervention classroom using approved curriculum and any other learning activities deemed appropriate by the Director.
- Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Using practice elements of the prescribed curriculum, develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student with the identified objectives.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction. A lesson will be completed within each 50 minute period.
- Demonstrate subject matter concepts and examples using models, whiteboard or all other standard or approved teacher-prepared instructional aides.
- Explains learning objectives and student expectations as well as procedural expectations.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Chosen remediation program will be taught with efficacy and purity. When assigning practice, provides opportunities when needed for individualization to adapt the curriculum to the needs of the students. Differentiates instruction and curriculum to meet individual student needs.
- Provides opportunities for student goal setting, reflection and self-assessment.
- Uses program progress monitoring and assessments to improve learning and instruction.
- Sets behavior expectations and consequences that are clear and consistently enforced.
- Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
- Utilizes grading patterns that are fairly administered and based on identified criteria.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports. Maintains and submits accurate and complete records as required.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Establish rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Actively participate in full implementation of the School Improvement Plan.
- Maintains professional competence through in-service education activities provided by the district, the center and self-selected professional growth activities.
- Supervises students in out-of-classroom activities during the assigned working day.
- Performs other related duties as assigned by supervisors.

**Supervision & Technical Responsibilities:**

- This position does not supervise other employees.

**Budget Responsibility:**

- This position does not have any direct budget responsibility.

**QUALIFICATIONS**

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

**Education & Training:**

- Bachelors degree plus additional coursework required for certification or licensure.
- Complete district-provided "Overcoming Dyslexia: The Power of Knowing" class 1 and 2 within 1<sup>st</sup> year.
- Complete district-sponsored 'Capturing Kids Hearts' training by end of 1<sup>st</sup> semester.

**Knowledge Skills & Abilities:**

- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire
- Colorado Department of Education Teacher License preferred.
- CALT – Certified Academic Language Therapist or Completed LISCSP (Literacy Intervention Specialist Certification Program) or equivalent, certification may be “in progress.”

**OTHER WORK FACTORS**

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**Physical Demands:** While performing the duties of this job, the employee is frequently required to see, talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds.

**Work Environment:** The noise level in the work environment is usually moderate.

**Mental Functions:** While performing the duties of this job, the employee is regularly required to use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate, and negotiate. Occasionally required to copy and compile.