

# Job Description

<b>Position Title</b>	<b>Student Academic &amp; Social / Emotional Support Specialist</b>		
<b>Building</b>	Varies	<b>Department</b>	Elementary
<b>Hours</b>	Salaried	<b>Supervisor</b>	Building Principal or Appropriate Supervisor
<b>Band and Grade</b>	C-43	<b>Tools and Equipment</b>	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

<b>Primary Function</b>	Under the direction of the principal, assist the school in strengthening instructional programs in academics and social / emotional learning.
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<b>Essential Duties</b>	
<b>1</b>	Presents a positive & professional demeanor and serves as a positive role model for students and school community
<b>2</b>	Promote collegiality and team building throughout the school community
<b>3</b>	Assist students with problem solving, conflict management, and goal setting
<b>4</b>	Build relationships through positive interactions with students, teachers, & administrators
<b>5</b>	Assist fellow educators in creating and implementing accommodations and modifications to support students' academic & social / emotional growth
<b>6</b>	Student Support Responsibilities: <ul style="list-style-type: none"> <li>Attend parent &amp; teacher conferences, open-house events, check-in days, workshop days, &amp; professional development days</li> <li>Support MCA administration</li> <li>Active member of PRO, Solution Focus, Site Leadership, Grade Level PLCs</li> </ul>
<b>7</b>	Manage School-wide Information System (SWIS) Behavior data
<b>8</b>	Collect, analyze, & disaggregate social/emotional data to develop interventions, reteaching strategies, and instructional strategies
<b>9</b>	Research, Create, & Monitor Tier I behavior interventions
<b>10</b>	Assist fellow educators in the implementation of Restorative Practices
<b>11</b>	Train staff on Tier I behavior interventions & conduct fidelity checks
<b>12</b>	Responds positively to supervision, suggestions, and directives. Use evaluative feedback for improvement of performance.
<b>13</b>	Follows district policies
<b>14</b>	Maintains regular attendance

<b>15</b>	Participate in SW/WC Instructional Coaching Training
<b>16</b>	Performs other duties as assigned

<b>Minimum Qualifications</b>	Bachelor's Degree in Education with appropriate licensure from the Minnesota Department of Education.
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<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of learning theory and approaches.</li> <li>• Knowledge of assessment procedures and techniques, test construction and evaluation methods.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject of instruction.</li> </ul>
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<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in planning and developing lesson plans consistent with approved curriculum.</li> <li>• Skill in presenting complex materials and concepts in an understandable and level appropriate manner.</li> <li>• Skill in assessing and evaluating student performance and needs.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.</li> </ul>
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<b>Physical Activities/ Requirements</b>	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Sedentary work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p>
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