THE SUMMIT
COUNTRY DAY SCHOOL

Middle & Upper School Resources Long Term Substitute Teacher

Overview:

The Summit Country Day School is a nationally recognized leader in character education and offers a compelling combination of small classes, caring faculty, academic rigor, and strong spiritual values. For more than a century, The Summit has maintained a proud legacy of excellence in independent, Catholic education. We offer a coeducational learning experience to students from Montessori 18 months through grade 12. The Summit is a place where values are affirmed, young minds are enriched, and dreams take flight. Learn more at www.summitcds.org.

Reporting to both the Middle and Upper School Directors, this long-term substitute teacher provides academic and executive functioning support to students with a demonstrated need. The teacher works closely with students to help them develop effective strategies for organization, time management, task completion, study skills, and self-advocacy while supporting their academic success. The teacher monitors student progress, provides individualized support and instruction based on specific learning needs, and implements accommodations outlined in students' learning plans. Support may occur in the resource classroom, in other school settings, or through collaboration with classroom teachers.

This position will work in the Middle School from November–February, transitioning to the Upper School from February–May.

Middle School Responsibilities:

- Teach the Resource class for grades 5-8, providing individualized and small group academic intervention and executive function support to students with a diagnosed learning disability.
- Document and monitor student progress and achievement using assessment tools, monitoring through observations and tracking grades on the Portal.
- Provide communication to parents about student performance and upcoming assignments for students to work on at home.
- Provide individualized instruction to, and monitor the performance of, qualifying students for literacy support services offered in the Middle School.
- Provide individualized instruction to, and monitor the performance of, qualifying students for organization support services offered in the Middle School.

- Monitor middle school students' missing assignments and facilitate a study hall for students with excessive missing assignments.
- Partner with faculty to differentiate instruction and support the development of executive functioning skills to effectively meet the individual needs of students.
- Facilitate accommodations on standardized testing and assessments as needed.
- Support with other school duties, such as lunch duty, as assigned.

Upper School Responsibilities:

- Co-teach the Resource class for grades 9-12, providing individualized and small group academic intervention and executive function support to students with a diagnosed learning disability or ADHD.
- Continue the established routines of the Resources bells (they will be provided)
- Track grades and missing assignments on the Portal.
- Provide individualized instruction and small group instruction to students to support them with reading and writing across the curriculum.
- Partner with faculty to differentiate instruction and support the development of executive functioning skills to effectively meet the individual needs of students.
- Facilitate accommodations and proctor students for classroom assessments.

Qualifications:

- Bachelor's degree in Education or a field of study related to special education.
- Two years of experience in middle or upper school education preferred.
- License in Special Education preferred.
- Reading Specialist endorsement a plus.
- Orton Gillingham certification a plus.
- Experience writing lesson plans to accommodate student needs a plus.