

Job Title:	INTERVENTIONIST – READING AND MATH (Elementary)
Department:	Student Services
Reports to:	Principal / Director of Academic Services / Director of Special Services
Classification:	Exempt / Certified Staff
Employment:	9 months / Contract
Evaluation:	Performance of this job will be evaluated in accordance with provisions of the board’s policy on evaluation of certified personnel.

SUMMARY

The Elementary Interventionist works in collaboration with the Elementary Literacy coaches, grade-level classroom teachers and the building principal to promote and support student learning in the areas of language development, literacy and mathematics. The interventionist provides targeted support to students based on their specific needs in an effort to accelerate reading, literacy and mathematics growth. The interventionist aligns all supports with research-based literacy instruction and assessment practices detailed in the comprehensive intervention model.

ESSENTIAL DUTIES AND RESPONSIBILITIES

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Language Development / Literacy:

1. Implements research-based literacy interventions and possess a deep understanding of literacy theory.
 - a. Research-based direct instruction (small group and one-to-one)
 - b. Group students according to target support
 - c. Align interventions with comprehensive literacy model
2. Administers and analyzes the Developmental Reading Assessment (DRA) along with other sources of data to determine need for intervention services based on the benchmarks set forth by the literacy team (i.e. literacy coaches, grade-level teachers and principal).
 - a. Monitor and report student literacy progress monthly to literacy team
 - b. Discuss student literacy goals with classroom teacher in order to coordinate instructional efforts
 - c. Meet with literacy team to determine benchmarks for admittance and/or release from intervention services
3. Works collaboratively with the school literacy team regarding the appropriate use of data in making educational decisions.
4. Maintains professional attitudes and treat all students with dignity and respect.
5. Maintains confidentiality about children, their families, and other employees outside the school.
6. Performs other tasks and assumes other responsibilities as assigned by the supervisor or Superintendent.

Mathematics:

1. Implements research-based math interventions and possess a deep understanding of math theory.
 - a. Research-based direct instruction (small group and one-to-one)
 - b. Group students according to target support
 - c. Align interventions with a multi-tiered model
2. Administers and analyzes multiple sources of data to determine need for intervention services based on the benchmarks set forth by the building data team (i.e. coaches, grade-level teachers and principal).
 - a. Monitor and report student progress monthly to building data team
 - b. Discuss student goals with classroom teacher in order to coordinate instructional efforts
 - c. Meet with the building data team to determine benchmarks for admittance and/or release from intervention services
3. Works collaboratively with the school /building data team regarding the appropriate use of data in making educational decisions.
4. Maintains professional attitudes and treat all students with dignity and respect.
5. Maintains confidentiality about children, their families, and other employees outside the school.
6. Performs other tasks and assumes other responsibilities as assigned by the supervisor or Superintendent.

QUALIFICATIONS

Background Checks

Clearance on all background checks required by law that is satisfactory to the Administration.

Education/Experience

Masters Degree in Reading preferred from an accredited college/university

Masters Degree in Mathematics preferred from an accredited college/university

Certificates, Licenses, Registrations

Appropriate certification in field including:

- Current Missouri State Teaching License on file with the Central Office
- Special Reading Certification preferred
- Reading Recovery training/experience preferred
- Mathematics Certification preferred

SKILLS AND ABILITIES

Language

Employee is expected to be proficient in reading, writing, speaking.

Computation

Ability to analyze and interpret multiple sources of data from both formative and summative assessments

Reasoning

Employee is expected to be proficient in investigating, fact finding, problem-solving and interpretation of data.

Technology

Employee is expected to be proficient in various hardware and software essential to the position.

Additional Skills and Abilities

Employee is expected to work closely with groups of professionals, as well as, other stakeholders utilizing proficient interpersonal communication skills. Employee is also expected to demonstrate the following:

- Knowledge and understanding of the Response to Intervention (RtI) process
- Minimum of 6-10 years of successful teaching experience in early elementary preferred
- Experience implementing research-based instructional practices in literacy
- Demonstrated use of assessment data to improve instruction and learning
- Effective communication skills (written and oral)
- Ability to collaborate with classroom teachers and literacy coaches
- Strong organizational and computer skills
- Demonstrated leadership potential

PHYSICAL DEMANDS

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 may be made to enable individuals with disabilities to perform essential functions.

Physical Requirements

The individual who holds this position is regularly required to walk, hear and speak as a major function of the job. Must have close moderate and distance vision ability. Prolonged computer use can be expected.

Physical requirements also include, but are not limited to, sitting (normal seated position), standing, walking (level or uneven surface), bending/twisting neck, bending/twisting at the waist, kneeling, crouching, crawling, climbing, reaching, lifting (up to 50 lbs.), carrying objects (up to 50 lbs.) while walking, pushing, pulling, presence of heat (summer high temperatures, high humidity, ovens, furnaces, etc.), presence of cold (winter low temperatures, walk-in refrigerator/freezer).

Employee can be expected to help students with their mobility needs.

Hours / Attendance / Travel

Beginning and ending work hours will be established by the supervisor in relation to the student workload. Attendance is Monday through Friday and flexible with required student contact hours. In district travel is necessary due to grade level configuration.

CONDITIONS AND ENVIRONMENT

The work conditions and environment described here are representative of those that an individual will encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Employee can expect regular changes in environmental conditions due to travel in the district. Typical classroom environment and rare risk of injury, and exposure to dangers, or disease.

As a political subdivision, employer, recipient of federal funds, and educational institution, the Board of Education is prohibited from, and hereby declares a policy against engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.