

**TITLE:****Teacher (Academic Resource and Interventionist)****FLSA: Exempt****QUALIFICATIONS:**

1. Bachelor's Degree or Higher
2. Hold or be eligible for certification by the State of Florida in the appropriate subject area and level.
3. Effective or Highly Effective rating on most recent teacher evaluation.
4. At least three (3) years successful teaching experience.
5. Proven effectiveness in subject matter knowledge, strong VAM scores or other evidence of academic success.
6. Such additional or alternative qualifications to the above as the Board may find appropriate and acceptable.

**REPORT TO: School Principal**

**JOB GOAL:** An intervention teacher plays a key role in assisting students who are experiencing academic difficulties in the classroom while communicating with staff and parents. An intervention teacher provides expertise and intentional support to students who are not making adequate progress and monitor academic performance. Depending upon the size of the school, intervention teachers may be assigned to content-specific support roles.

**PERFORMANCE RESPONSIBILITIES:****\*Essential Performance Responsibilities**

- \* 1. Assist teachers in organizing classrooms for effective learning.
- \* 2. Collaborate regularly with classroom teachers to determine gaps in student learning and provide appropriate instruction based on individual student needs.
- \* 3. Assist in the recruitment, orientation, induction and training of new teachers.
- \* 4. Assist the principal in monitoring and in the evaluation of the instructional program.
- \* 5. Model lessons in effective instruction, including activities that provide differentiated instruction and collaborative practices.
- \* 6. Assess student potential and provide recommendations for further services or provide enhanced supports as needed.
- \* 7. Assist with curriculum development, mapping, etc. and be thoroughly familiar with appropriate State standards.
- \* 8. Serve as a consultant in the selection of instructional supplies, equipment and books.
- \* 9. Be knowledgeable of the Danielson rubric, Learning Focused Solutions, Advancement via Individual Determination, Universal Design for Learning, and other key components of effective instruction.
- \* 10. Provide small group instruction to students not making adequate progress in core content courses.
- \* 11. Provide detailed documentation of student progress and develop supplementary educational interventions, accelerations and/or supports to serve as a companion to the general curriculum.
- \* 12. Collaborate with various parties to design individualized programs/supports/interventions.
- \* 13. Use identified evidence-based interventions focused specifically on individualized student difficulties.
- \* 14. Ensure students are supervised and safe in classrooms and other settings at all times.
- \* 15. Employ suitable classroom management techniques.
- \* 16. Maintain documentation of lesson plans, student progress, communication logs, regular staff collaboration, etc.
- \* 17. Comply with Individualized Education Plans, 504's, English Language Learners and/or Multi-tiered

Systems of Support program guidelines and assist in meeting appropriate goals.

- \* 18. Assess students' individual needs using the district's and/or school's progress monitoring tools.
- \* 19. Assist teachers in selecting, administering, and evaluating results of screening, diagnostic and progress monitoring.
- \* 20. Facilitate Professional Learning Communities.
- \* 21. Plan, implement, facilitate and participate in school-based professional development activities in applicable subject areas.
- \* 22. Participate in district, regional, and state professional development activities and curriculum development as requested or assigned.
- \* 23. Regularly gather, disaggregate and analyze student achievement data, to identify those not making adequate progress in core content courses and share with parents, staff and district.
- \* 24. Plan and carry out parent involvement activities focused on state standards and academic support.
- \* 25. Assist in scheduling students.
- \* 26. Meet with department heads and teachers to interpret and implement the district's curriculum.
- \* 27. Advise in the grade placement and groupings of students.
- \* 28. Help monitor academic progress of assigned students and communicate with teachers, parents, school and administration.
- \* 29. Serve on the school's Acceleration Team or other work groups as assigned.
- 30. Perform such other duties as may be assigned by the Superintendent or Supervisor.

#### **PHYSICAL REQUIREMENTS:**

- The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.
- While performing the duties of this job, the employee is regularly required to sit; use hands to manipulate objects, tools, or controls; reach with hands and arms; and talk and hear.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.
- Noise level in the work environment is usually quiet.

**TERMS OF EMPLOYMENT:** Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluations of personnel.

