



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Teacher: High School Interventionist**

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| Position Type: Certified | Department: School |
| Salary Schedule: Certified | Location: School |
| Reports to: Principal | |
| Term of Employment: 9 months | Shift: Day |
| Approved by: Human Resources | Date: March 7, 2019 |

POSITION SUMMARY:

The High School Interventionist effectively plans and provides targeted academic support for high school students identified for intervention in math and/or reading. Through the implementation of evidence-based interventions, strategies and fidelity to the intervention program, the High School Interventionist facilitates efforts to ensure that every student can read or perform mathematics at grade level.

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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

Evidence-Based Intervention Implementation

- Implements district supported or endorsed evidence based intervention programs with fidelity
- Closely monitors summative and formative data to create instructional plans
- Provides small group reading and/or math interventions for grades 9-12 (both long and short term) to identified students who are not meeting established reading benchmarks
- Develops intervention plans for specific small group and individual students
- Selects appropriate instructional goals
- Uses effective questioning and discussion techniques
- Engages students in meaningful learning
- Provides useful and timely feedback to students

- Creates an environment of respect and rapport while establishing a culture for learning
- Effectively manages classroom procedures and student behavior
- Uses effective motivational techniques
- Places emphasis on both students achievement and well-being
- Reflects on teaching and varies techniques and approaches accordingly
- Regularly communicates with parents about intervention progress
- Monitors student data weekly to adjust instruction in small groups
- Effectively determines and clearly communicates instructional goals with students and staff
- Explicitly works to build growth mindsets for students and works to build positive relationships with students
- Persists in seeking effective approaches for student who need academic support

Assessment, Progress Monitoring and Data

- Recommends adjustments in curricular, assessment and instructional strategies regulating from the analysis of data
- Coordinates MTSS Meetings with Administrators and Teachers to analyze student data for adding/exiting students from Intervention Programs
- Coordinates Universal Screenings for the campus to ensure students are properly identified for intervention classes
- Identifies students in need of Math and Reading Intervention
- Accepts ownership of student data and intervention implementation
- Assesses and progress monitors students using a variety of tools to determine areas of need
- Interprets assessments and outcome data to inform small group instruction
- Maintains accurate records of assessments, interventions and student progress
- Participates in planning, training, implementation, and analysis of reading-related assessments as mandated by the ADE and DVUSD
- During data meetings, assists classroom teachers in the identification and implementation of differentiated instructional practice in order to meet the special needs of students

Professionalism

- Communicates clearly and accurately with parents, students, staff and administrators
- Serves as a resource to the High School staff regarding intervention programs
- Provides support to the school in evidence-based reading research strategies related to the goal of increasing student achievement in the area of reading
- Communicates regularly with school administrator(s) regarding evidence-based reading research findings, as well as initiatives and mandates related to the curriculum, instruction, and assessment of reading.

- May provide intervention-related professional development opportunities using campus-determined models, including but not limited to workshops, in-services, book studies, and collaboration meetings
- Demonstrates flexibility and responsiveness
- Contributes to the school and district
- Grows and develops professionally
- Demonstrates professionalism at all times
- Follows all administrative procedures and policies of the school and district
- Works cooperatively with all staff members
- Meets any additional specific job requirements as indicated by the school
- Grows and develops professionally through reading, research, conference/workshop attendance, and other opportunities to enhance knowledge or effective instructional practices
- Assists staff in identifying students who need intervention support
- Attends intervention meetings to share data and share effective instructional practices
- Attends PD regularly to grow in the area of intervention strategies and data analysis

MARGINAL DUTIES:

- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Complete other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Supervise students.
- Supervise any assigned staff or parent volunteer(s).

OTHER SKILLS AND/OR ABILITIES:

- Demonstrate the ability and desire to provide outstanding customer service.
- Demonstrate the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrate the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have basic knowledge of computer.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must hold a Secondary Certificate with the Mathematics Approved Area if teaching a math-based intervention program.
- Must hold a Secondary Certificate with the English Approved Area or K-12 Reading Endorsement if teaching a reading-based intervention program.
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must have or attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must hold a Bachelor's degree (BA) from a four-year college or university.
- Must have a minimum of four years of effective teaching experience.

LANGUAGE SKILLS:

- Demonstrate the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Demonstrate the ability to write routine reports, correspondence, and procedure manuals.
- Demonstrate the ability to speak effectively before groups, including the general public.

MATHEMATICAL SKILLS:

- Demonstrate the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrate the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilize student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch, or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.