

### SECTION I: GENERAL INFORMATION

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| <b>Classification Title</b><br>Intervention Teacher | <b>Department:</b><br>Instruction | <b>Unit:</b><br>Teachers      |
| <b>Immediate Supervisor:</b><br>Building Principal  | <b>Grade Placement:</b>           | <b>FLSA Status:</b><br>Exempt |

#### Job Summary:

Under the direction of the Building Principal, the Intervention Teacher is responsible for providing supplemental instruction in math and reading to students who need additional help and support in these areas under the guidelines and qualifications of the Title I program.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Prepares lesson plans and prepares materials and required forms. Determines needs and abilities of students and decides on methods and techniques to best present and provide instruction to students within assigned subject(s) areas. Assesses and determines how to incorporate technology into lesson planning.
2. Provides instruction to students in Tier 2 and Tier 3 in reading designed to increase fluency and comprehension.
  - Provides instruction at appropriate levels of difficulty and in accordance with district curriculum guidelines, standards and criteria.
  - Assesses student progress and determining the need for additional reinforcement or adjustments to instructional plans/techniques/goals.
  - Teaches specific learning objectives.
  - Employs various teaching techniques, methods and principles of learning to best meet the needs of students and district learning outcomes.
3. Collaborates and works with the intervention team to coordinate reading and math screenings. Collaborates with classroom teachers in the PLC process to identify students at risk. Serves as a resource to classroom teachers in identifying Tier I and Tier II classroom interventions.
4. Maintains and updates student progress and Title I documentation for each student serviced by Title I.
5. Attends parent/teacher conferences and provides parents with student progress information. Participates in Title I family involvement activities.
6. Serves as a team member on the schools SIT team. Provides support services to students identified by the SIT team. Attends district-wide intervention team meetings.
7. Performs other duties of a comparable level or type, as required.
  - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
  - Attends training sessions, conferences, seminars, district and departmental meetings.
  - Keeps abreast of changing developments, trends, instructional and educational technologies.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

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| <b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b> |   |  |  |
| <b>REQUIRED EDUCATION/TRAINING (choose one)</b>   |   | <b>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)</b>  |  |
| less than high school diploma   |   | Bachelor's Degree  |  |
| High school diploma or GED.   |   | <b>Major field of study or degree emphasis:</b>  |  |
| 1 year college  |   | Education and focus on a specialty area.   |  |
| 3 years college   | x | 2 years college  |  |
| 1st year graduate level   |   | <b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>   |  |
| 2nd year graduate level   |   | <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 current trends, theories and technologies pertaining to learning and instruction.</li> <li>• Knowledge of research and best practices on reading and math interventions.</li> <li>• Knowledge of assessment procedures and techniques, test construction and evaluation methods.</li> <li>• Knowledge of subject material, concepts and issues related to reading and math.</li> <li>• Background and knowledge of RTI and PLC processes.</li> <li>• Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).</li> <li>• Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district.</li> </ul> |  |
| <b>Required Work Experience in Addition to Formal Education/Training:</b>   |   |  |  |
| No prior experience required to gain entry.   |   |  |  |
| <b>LICENSE/ CERTIFICATION</b>   |   | <b>Identify licenses/certification required:</b>   |  |
|   |   | Valid MN driver's license or evidence of equivalent mobility. State of MN Teaching License.  |  |
| <b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>  |   | <b>Skilled in:</b>   |  |
|   |   | <ul style="list-style-type: none"> <li>• Skilled in planning and developing lesson plans consistent with approved program curriculum and MN standards.</li> <li>• Skilled in presenting complex materials and concepts in an understandable and grade appropriate manner.</li> <li>• Skilled in developing assessment tools, assessing and evaluating student performance and needs of students at risk for reading and math.</li> <li>• Skilled in using a variety of instruction aids and technologies.</li> <li>• Presentational skills.</li> <li>• Behavioral management and classroom management skills.</li> <li>• Ability to write reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology.</li> <li>• Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district.</li> </ul>   |  |



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|  | <ul style="list-style-type: none"> <li>Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.</li> <li>Advises and makes recommendations to district administrators or committees concerning needs in curriculum, assessment of students, and learning approaches.</li> </ul> |
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**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

| Amount of Time Spent                |      |          |            |          | Amount of Time Spent     |      |          |            |          |
|-------------------------------------|------|----------|------------|----------|--------------------------|------|----------|------------|----------|
| Physical Activities                 | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 | Lifting/Forcing Exerting | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 |
| Stand                               |      |          | x          |          | Up to 10 lbs             |      | x        |            |          |
| Walk                                |      |          | x          |          | Up to 25 lbs             |      | x        |            |          |
| Sit                                 |      | x        |            |          | Up to 50 lbs             | x    |          |            |          |
| Use hands to finger, handle or feel |      | x        |            |          | Up to 100 lbs            | x    |          |            |          |
| Reach with hands and arms           |      |          | x          |          | Over 100 lbs.            | x    |          |            |          |
| Climb or balance                    | x    |          |            |          |                          |      |          |            |          |
| Stoop, kneel, crouch or crawl       |      | x        |            |          |                          |      |          |            |          |
| Talk or hear                        |      |          |            | x        |                          |      |          |            |          |
| Taste or smell                      | x    |          |            |          |                          |      |          |            |          |

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**  
**Light Work:**  
 Exerting up to 25 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.

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| <b>HAZARDOUS WORKING CONDITIONS</b> | <b>Unusual or hazardous working conditions related to performance of duties:</b><br>Duties are performed in a typical school district classroom setting. There are minimal environmental hazards and risks associated with the nature of the work. |
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**SECTION IV: DISTRICT MISSION AND CORE VALUES**

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| <b>OUR MISSION</b>          | <i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i>  |
| <b>CORE VALUES</b>          | <p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul> |
| <b>MISSION OUTCOMES</b>     | <p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>  |
| <b>STRATEGIES</b>           | <p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>   |
| <b>STRATEGIC DELIMITERS</b> | <p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>   |

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

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| <p><b>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</b></p> |                                 |
| <p>_____</p> <p><b>Department Head’s Signature</b></p>   | <p>_____</p> <p><b>Date</b></p> |
| <p><b>Classification History:</b><br/>Created classification description 6/2016 BCC</p>  |                                 |

