

INTERVENTION TEACHER

DEFINITION:

Under the direction of the site principal, facilitates and coordinates the implementation of an intervention program, provides special instruction to individuals and small groups of students with identified needs; and does other related functions as required.

QUALIFICATIONS:

Credential

Valid California Teaching Credential
CLAD or equivalent

Experience

Five (5) years of public school teaching experience is preferred. It is desirable that the experience also include varied grade levels. Direct experience with EL/LI and/or special education is also desirable.

TYPICAL DUTIES AND RESPONSIBILITIES:

- In cooperation with site instructional personnel, analyze and interpret test and other data and provide targeted supplemental instruction to assist student access to the core curriculum.
- Provide learning experiences in the regular classroom in collaboration with the classroom teacher.
- Pull out services may be used in addition to the student's core curriculum when it is supplemental to regular classroom first instruction.
- Maintain student records containing pertinent placement and educational diagnostic information, and track extra help provided to the students.
- Meet regularly, and as needed, with classroom teachers to discuss the progress of each student. These collaboration meetings will determine the next steps for students.
- Collaborate with school site principal on a regular basis to review the progress of students.
- Develops schedules for differentiated academic support for grade level instructional groups, as well as interventions during and beyond the school day.
- Instructs students using appropriate interventions for the purpose of improving their academic success.
- Ensure that interventions align with ELA/ELD and Math Frameworks.
- Attends Student Success Team meetings, as well as other meetings related to student achievement.
- Performs other related duties, as assigned, for the purpose of ensuring student achievement.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- 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.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.