

Title I Intervention Teacher

Classification: Certificated

Salary Range: Teacher Salary Schedule

Work Year: 183 Days

FLSA Status: Exempt (Salaried)

Board Ratified:

OVERALL RESPONSIBILITY

Under the direction of the Site Administrator or designee and within the scope of the California Standards for the Teaching Profession, the California Common Core Standards and California State Frameworks, the Title I Intervention teacher is to provide instruction to facilitate student learning and guide students through interventions to increase their skills toward academic achievement.

SPECIFIC RESPONSIBILITIES

- Follows the Code of Ethics for the Teaching Profession.
- Teaches through an intervention model working with targeted at-risk students.
- Meets and instructs individual and small groups in the locations and times designated.
- Plans and implements intervention programs, employing a variety of instructional techniques and identified programs to meet individual needs, interests and abilities of the students.
- Help design and implement an Rti model to work with targeted at-risk students.
- Prepares and maintains lesson plans that reflect a logical sequence of learning objectives and activities to meet individual student needs, interests and abilities based on intervention programs for targeted students.
- Establishes standards of classroom conduct and administers them in a fair, equitable and consistent manner.
- Monitors and assesses student progress and adjusts instruction while following intervention program guidelines.
- Creates a learning environment that is conducive to academic achievement and appropriate to the maturity and interests of the students.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Assists the administrator in the implementation of all policies, rules, regulations, district plans and priorities.
- Encourages students to set and maintain high standards in both behavior and academics.
- Guides the learning process to achieve curriculum goals while establishing clear objectives for all lessons and projects. Objectives are communicated to students.
- Assists in the identification process to support the district specialist in their diagnosis of a learning disability.
- Participates in team meetings regarding individual students.
- Evaluates student academics by keeping appropriate records and working with other teachers on report cards and assessments.
- Maintains accurate, complete and correct records as required by law, district policy and administrative regulations.
- Meets with students, parents, and other educators for education-related purposes outside of the instructional day.

- Attends and participates in meetings, including, but not limited to site, staff, district, etc.
- Participates in reasonable adjunct duties as assignments.
- Provide training and/or lead meetings for staff and instructional aides through meetings for grade levels, focus groups, etc.
- Model lessons for aides and staff on specific strategies.
- Provide leadership in the area of literacy or math.
- Assist in the selection, purchase, and distribution of instructional textbooks and materials.

QUALIFICATIONS

Minimum Requirements

Knowledge of

- A basic understanding of research based instructional best practices, activities, strategies, including knowledge of literacy theory and practices.
- The development of programs to support the goals of Title I intervention.
- The ability to work professionally with children and adults.

Ability to

- Speak, read, and write in English fluently at a professional level.
- Work with diverse student populations, applying knowledge of culture, language acquisition and appropriate learning strategies to meet the learning needs of all students, including English Learners.
- Read, analyze, and interpret assessment data.
- Read, analyze, and interpret professional periodicals, professional journals, technical procedures and instructions, and governmental regulations/codes/policies.
- Write reports and school related correspondence.
- Effectively present information and respond to questions from teachers, students, parents, and the general public as necessary in a professional setting.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Operate computer and web based programs
- Effectively use technology to communicate and do research Learn various computer operations and software required for the management of student information, program administration, and integration of technology in the classroom.
- Apply knowledge of current research and theory to the instructional program.
- Plan and implement intervention lessons based on the needs of Title I students.
- Establish and maintain effective relationships with students, peers, and parents in oral and written communication.

Education

- A four year degree from an accredited college or university. Valid California teacher credential/certificate/authorization for the subject(s) to be taught.

Experience

- Past experience working with children in an educational setting
- Past experience teaching reading/literacy to young students
- Bilingual skills which benefit the District are desired.

Special Requirement

- Required Fingerprinting: Department of Justice and FBI.
- Tuberculosis clearance.
- Physical examination clearance.
- Meet the state and federal requirements for the teacher position, including ESEA compliance and English Language Certification

PHYSICAL DEMANDS

The physical demands described 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 the essential functions of their assignment.

Reasonable accommodations to perform the essential functions of the position with or without the use of aids may include, but not be limited to:

- Sufficient vision to read print.
- Sufficient distance vision, peripheral vision, and the ability to focus.
- Sufficient depth perception.
- Sufficient color acuity.
- Sufficient hearing to hear verbal directions.
- Sufficient hearing to hear students reading and presenting orally and normal conversation in person and on the telephone.
- Ability to speak in a voice that can be clearly heard and understood in the classroom setting, in face-to-face conversations, on the telephone and in other forms of communication.
- Ability to reach horizontally and vertically with arms.
- Sufficient dexterity to manipulate small objects and print or write legibly.
- Sufficient physical ability, strength, mobility and stamina to climb, bend, stretch, stand, kneel, walk, stoop, extend legs, and stamina to lift, carry, push or pull objects which weigh 20 pounds.

Note: The district is an equal opportunity employer and will comply with the Americans with Disabilities Act.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- The noise level in the work environment is usually moderate.
- The employee regularly works inside a classroom setting as well as outside subject to all weather conditions.

Approval: