



The School Board of Polk County

<http://www.polk-fl.net>

Job Description

Position Title: Teacher, Interventionist
FLSA Status: Exempt
Salary Grade, if non-union:
Pay Grade, if union: Teacher Salary Schedule
Non-Union or Specific Collective Bargaining Agreement: Teacher's Union

Our Mission:

The mission of Polk County Public Schools is to provide a high quality education for all students.

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The duties are intended to describe the nature and level of work being performed by the employee assigned to the position. This job description is not meant to be construed as an exhaustive list of all responsibilities, duties, and skills required of this position. Other duties may be assigned which are not listed. Additionally, when duties and responsibilities of this job change, this job description will be reviewed and updated, subject to changes and business necessity.

Custom Job Purpose:

This position exists to perform intervention services in math, literacy or science for students who are underperforming and at risk of not meeting state standards. In a Title I school, this position may also be responsible for documenting the implementation of the Title I Plan.

Commitment is essential to the position for consistency in the educational process and intense training and preparation will be afforded to successful candidates. However, this is not intended to preclude an Intervention Teacher from requesting transfers or applying for other opportunities.

Essential Functions of this Job

Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, Measures of Academic Progress (MAP), and other identified curricula-based learning objectives, collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities.

Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis when necessary. Tutoring may occur before, during, and after school.

Implementation of the Title I Plan may include coordinating parental involvement activities with the school and the regional family involvement center, developing the parental involvement plan, and documenting the

Position Title: Teacher, Interventionist

activities of the Title I Plan for audit purposes.

Professional development for this position will occur during the summer and at various times during the school year.

For Intervention Teachers in Title I schools, seventy percent of the Intervention Teacher's time will be engaged in student contact with the remaining thirty percent devoted to Title I duties.

Non-Essential Functions of this Job

Performs other duties as assigned.

Knowledge, Skills and Abilities:

Must be able to communicate and work effectively with administrators, teachers, parents, and students. Must have experience in data analysis, as well as designing, implementing, and evaluating interventions in a specific academic area (math, literacy, and/or science). Must be computer literate and proficient with Microsoft Office products and must be proficient in recordkeeping.

Strong oral, written, and interpersonal communication skills. Strong analytical and collaboration skills.

Ability to demonstrate, model and coach effective research-based literacy instructional strategies to students in multiple instructional settings (i.e., one-to-one, small group, and/or pull out). Ability to collect, analyze and utilize multiple types of data to improve student learning. Bilingual and biliterate preferred.

Education, Experience and/or Certification/License Requirements

A Bachelor's degree in the academic content area from an accredited college or university is required, with a minimum of three years' experience in the classroom. Experience in a Title I school is preferred.

Certifications required as follows for specific academic content area:

Elementary Mathematics - Elementary Education, K-6

Secondary Mathematics - Middle Grades Mathematics (5-9) or Mathematics (6-12)

Elementary Reading - Elementary Education, K-6 or Reading, K-12

Secondary Reading - Reading (K-12), Middle Grades English (5-9) with Reading Endorsement, English (6-12) with Reading Endorsement, or Elementary Education (K-6)*

Secondary Science - Middle Grades Science (5-9) or Science (6-12)

*Elementary Education Certification, (K-6) is only acceptable for Middle School placement.

Work Context:

Requires some sitting and standing, walking and moving about to coordinate work. Requires the use of alternative communication systems, such as electronic mail, telephones and computers. Requires coordination of work tasks to establish priorities, set goals and meet deadlines. Requires face-to-face discussions and contact with individuals and/or teams. Requires work with students, internal and external contacts, and with the public.

Physical Environment:

Requires working indoors in environmentally controlled conditions. Requires sitting for the majority of the day, and the ability to lift, carry, move and/or position objects infrequently weighing up to 20 pounds.

Local Code: 10190

EEO5: 43

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Approval Date: 2014-05-28

Date Last Revised:

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