

Ravenswood City School District

Position Description

TITLE: Intervention Teacher

Job Purpose Statement:

Under the direction of Site Administrators, the Intervention Teacher will provide targeted intervention in the designated content area to identified students for the purpose of accelerating student learning in the context of a Multi-Tiered System of Support (MTSS) utilizing the district intervention curriculum.

Essential Job Functions

- Provide small group targeted intervention to designated students.
- Collaborate with site leadership in ongoing data analysis as part of the site's Multi-Tiered System of Support (MTSS).
- Collaborate with classroom teachers to analyze student data for identification of students in need of intervention and to track student progress throughout an intervention.
- Regular and detailed data tracking for frequency, duration, and assessments in intervention groups.
- Attend regular site and/or role specific professional development and identified trainings
- Participate in ongoing data analysis, inquiry, and collaboration around core content and intervention instruction
- Other duties that support instruction as assigned.

Knowledge, Abilities and/or Physical Requirements:

- **KNOWLEDGE OF:**
 - CA Common Core State Standards and Curricular Frameworks or CA Next Generation Science Standards (NGSS) as applicable to the designated intervention content area.
 - Positive Behavioral Intervention and Supports (PBIS), Response to Intervention/Multi-Tiered Systems of Support, and Universal Design for Learning and backwards unit and lesson design experience.
 - Pedagogy, curricular programs (Balanced Literacy practices within Reading and Writing Workshop), reading assessments (F+P, DRA, etc.), and supplementary materials for historically underserved populations, English and Standard English Learners.
 - Small group instruction for intervention including lesson planning, organizational systems, ongoing assessments, analysis of data, and various techniques/practices.
 - Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff.
- **ABILITY TO:**
 - Work with students who struggle with the designated core content area and provide intensive supplemental instruction to students outside of the classroom.
 - Collect and analyze a variety of student assessment data to identify learning needs within the context of grade level standards in core content areas.

- Serve as a positive leader in the school, including: Having motivation and conviction that all students can learn and grow; and Developing a positive climate on campus.
 - Plan, organize, and complete multiple projects simultaneously, meet deadlines, regularly evaluate outcomes, respond to requests (primarily email) in a timely manner, particularly requests to read and interpret instructional guidance and disseminate information to teachers and site leaders.
 - Maintain a learner stance within departments and stakeholder groups and collaborate with multiple stakeholders across content areas, administrators, district support, and other partners.
 - Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities, and work with diverse school sites and conditions in a manner that achieves District goals.
 - Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of team members and others.
 - Operate personal computer, related software, and other office equipment, and flexibly learn new applications and systems as needed.
 - Meet District standards of professional conduct as outlined in Board Policy.
- **EDUCATION AND/OR EXPERIENCE:**
 - Bachelor's degree from an accredited college or university; Master's degree preferred.
 - At least three (3) years of successful classroom teaching experience and strong pedagogical and content knowledge.
 - Experience with language/literacy supports essential for learning across content areas.
 - Experience with successful small group instruction to support acceleration for struggling students.
 - Experience with priority instructional strategies across academic content areas (e.g., Balanced Literacy; ELD key shifts).
- **PHYSICAL ABILITIES:** Seeing to perform activities. Hearing and speaking to exchange information. Dexterity of hands and fingers to operate a keyboard. Sitting and standing for extended periods of time. Walking, twisting, stooping, crouching, kneeling, bending over, grasping, reaching overhead, pushing, pulling and moving, lifting and/or carrying 0-50 pounds to waist height.

License, Certification, Bonding, and/or Testing Requirements:

- Valid California Teaching Credential with English Learner authorization.
- Valid California Driver's License.

Working Conditions:

- **ENVIRONMENT:** Classroom environment and/or home/hospital instruction. Office environment with some travel between District sites. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **HAZARDS:** Potential for contact with bodily fluids, blood-borne pathogens, and communicable diseases. Exposure to anti-social behavior. Driving a vehicle during adverse weather conditions.

Reports to:

- Site Administrators

Work Year:

- 10 months

Salary Placement:

- RTA Certificated Salary Schedule

Evaluation:

- Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of the Certificated Personnel and the RTA Contract.