

Summative Job Duties:

The interventionist was established for the purpose of providing systematic intervention to students in the Portage Community School District. The school interventionist's primary purpose is to improve academic achievement and behavior of all students. Interventionists will provide leadership to classroom teachers in implementing intervention initiatives. They will also plan, implement, and assess intervention services to ensure fidelity. Interventionists will increase the staff's capacity to effectively implement identified core or universal practices to all students, by providing staff with ongoing and embedded professional development.

Qualifications:

- Wisconsin Teacher Licensure
- Minimum of three years classroom teaching experience
- Bachelor's Degree; Master's Degree in Education preferred
- Proficient technology skills
- Exemplary history of increasing student achievement
- Excellent leadership and collaboration skills
- Outstanding understanding of, experience in, and commitment to a Response to Intervention (RtI) or a Multi-Tiered System Structure (MTSS)
- Reading licensure preferred (316 or 317)
- Promote and maintain positive pupil-teacher-family relationships.

Immediate Supervisor:

Building Principal in collaboration with Director of Pupil Services

Specific Professional Practices, Duties and Responsibilities:**Related to Data Based Decision Making:**

- Analyze grade, class and individual student academic and behavioral data for the purpose of increasing student achievement and making informed decisions relative to instructional practices.
- Review and evaluate student achievement information in order to place students in appropriate academic or behavioral intervention and support services.
- As an intervention team analyze district assessment data to understand students' needs in order to select and recommend evidence-based instructional interventions to implement.
- Collaborate with other teachers for the purpose of increasing student achievement by ensuring core instructional best practices are implemented with fidelity and staff are differentiating instruction to meet the needs of students.
- Utilize protocols to ensure that interventions have been implemented with fidelity
- Serve as part of a team that assists classroom teachers in understanding and completing more in depth assessments in order to identify specific deficits/needs of a specific student or a group of students.
- Use systematic and valid data collection procedures to measure effectiveness of their own services in order to evaluate the impact on student achievement.
- Assist in developing a systematic and comprehensive process of data collection and effective decision-making and problem solving that permeates all aspects of the school and an RtI model
- Maintain up to date files related to student support and in accordance with any Board of Education Policies.

Related to Consultation and Collaboration:

- Participate in district professional development related to job and attend meetings, trainings and professional development as required outside of designated schedule.
- Provide professional development opportunities in universal best practices and interventions for learning and behavior to school staff.
- Assist in providing professional development opportunities and communicating pertinent information to staff as needed.
- Keep informed of best practices and new developments related to literacy, math and behavior and share the information with appropriate staff.
- Lead and participate in on-going and job-embedded professional development such as meetings, workshops, trainings, and seminars for the purpose of determining success of literacy/math content knowledge, pedagogy, and coaching.
- Facilitate effective instruction that meets the individual needs of diverse learners by consulting with staff on individualized instruction, managing classroom behavior, monitoring student progress, evaluating classroom data and adjusting intervention and instructional strategies to make content accessible to every student.
- Mentor and coach staff for the purpose of building capacity to teach academic and behavioral skills in order to improve academic and behavior instruction at the schools.
- Effectively communicate, collaborate and consult with staff, administrators and families on promoting positive peer relationships and social problem solving, school wide positive behavior systems, interventions, supports and programs to promote student wellness and reduce barriers to learning.
- Use collaboration and communication skills to function as change agents to promote necessary change at the individual student, classroom, school and district level.
- Communicate knowledge and experience by taking on a leadership role, district and/or school wide, when initiatives involve area of expertise.

Related to Direct and Indirect Services for Children, Families, and Schools:

- Work with other school personnel to develop, implement and evaluate effective interventions for increasing the amount of time students are engaged in learning
- Model exemplary classroom practices and communicate a deep understanding of literacy and math theory for the purpose of improving student achievement levels.
- Provide explicit, scientifically based instruction and intensive interventions to individuals and/or small groups for the purpose of improving literacy and math achievement levels.
- Assist in the scheduling and assignment of student interventions.
- Implement and/or facilitate classroom teacher implementing the assigned intervention(s) with fidelity.
- Assess implementation of classroom interventions to ensure fidelity.
- Monitor and communicate student progress with students, families, administrators, staff and community agencies.
- Work with staff to assess learning and behavioral needs and distinguish between issues related to family, culture, or language and a learning style or disability.
- Collaborate with administrators to adjust school and/or classroom facilities and routines to promote greater; engagement, positive relationships, achievement, positive student behavior and cultural competency.

Other Functions

- Actively participates on district-wide interventionist team.
- Attend building problem solving team meetings when requested.
- Assume additional duties as assigned by the School Board, the District Administrator, the Director of Pupil Service, or the Building Principal.
- Consistently exhibit a positive attitude, a sense of efficacy, and commitment to the PCSD when collaborating within and outside of the school community
- Maintain professional work habits.

First Reading – May 12, 2014

Second Reading – June 9, 2014

Approved – June 9, 2014