

Job Description

Title: District Level Interventionist

Reports to: Director of Elementary and Early Childhood Education
Director of Secondary Education

General Summary:

Work with staff to implement and apply *the MPS Practices that Promote Successful Student Learning* and the Millard Public Schools RtI+I Model for the purpose of promoting student learning and achievement. District Level Interventionists use student data to assist in making sound instructional and educational decisions. District Level Interventionists demonstrate strong instructional leadership and facilitation qualities while collaborating with a variety of people in multiple settings, work effectively with adult learners, and are able to assist with modeling strategies, skills, and/or programs within classrooms. District Level Interventionists are assigned to focus on a specific grade level, content area, and/or identified groups of students.

Essential Functions:

1. Assists in the development and implementation of the MPS RtI+I model to increase student achievement. (10%)
2. Works with District and building staff to identify and select appropriate scientific, research-based instructional strategies and interventions to support individual student needs. (10%)
3. Assists staff with coordination and alignment of student needs to appropriate interventions and resources, recognizing classroom and building considerations. (10%)
4. Assists staff in implementing scientific, research-based strategies in classrooms with integrity and fidelity. (8%)
5. Assists staff with the problem-solving process within the RtI+I model by analyzing data and identifying intervention strategies and materials for struggling students. (10%)
6. Assists staff in identifying appropriate assessment instruments, diagnostic, formative, and/or summative. (6%)
7. Assists staff with progress monitoring measures to inform instructional decision-making. (10%)
8. Develops and delivers targeted training to individuals and groups, including, but not limited to, modeling specific steps of identified interventions and strategies. (10%)
9. Assists in the evaluation and selection of intervention programs to identify those most effective at increasing student achievement. (8%)
10. Assists staff in recognizing cultural, social and economic variables and their potential impact on student learning and apply appropriate strategies and interventions. (8%)
11. Participates in and/or facilitates meetings as requested, reacts to change productively, and performs other duties as assigned (10%)

Length of Contract: Teacher contract, plus 20 additional days

Salary: Teacher Salary Schedule

Qualifications:

- 1. Education Level: Bachelor’s Degree (required), Master's or Specialist’s Degree (preferred) from an approved institution with endorsement or emphasis in programming for diverse learners (i.e., reading, special education, ELL, etc.). Leadership Academy participation preferred.
- 2. Certification or Licensure: Valid Nebraska Teaching Certificate
- 3. Experience desired: Successful teaching experience (5 years preferred) with at-risk learners and/or comparable experience.
- 4. Other requirements: Experience and leadership abilities in providing appropriate programs for at-risk students through classroom instruction, educational programming responsibilities and/or assignments and program development.

 Knowledgeable about the PreK-12 MPS core curriculum; Millard Instructional Model; RtI+I Model and scientific, research-based strategies and programs and learning as applied to the learning process at all levels and with identified groups of students.

 Able to communicate and differentiate materials and strategies to support and accelerate student learning. Demonstrate strong organizational, communication and interpersonal skills. Experience facilitating individual and small-group training.

Special Requirements:

	Occasional 1 - 32%	Frequent 33 - 66%	Constant 67% +
1. Standing			x
2. Walking			x
3. Sitting			x
4. Lifting 25 lb max.			x
5. Carrying 100 feet			x
6. Pushing/Pulling			x
7. Climbing/Balancing.....			x
8. Stooping/Kneeling/Crouching/Crawling			x
9. Reaching/Handling			x
10. Speaking/Hearing			x
11. Seeing/depth perception/color			x

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor and building principal (or superintendent).

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____