MATH INTERVENTIONIST TITLE I

Purpose Statement
The job of the math interventionist was established for the purpose of assisting classroom teachers and math coaches in providing focused interventions to small groups of students in accordance with our district RTI² plan.

This job reports to Principal.

Essential Functions

- Demonstrates exemplary classroom math instructional practice and possesses a deep understanding of mathematics theory for the purpose of effective best practices to improve student achievement results and close achievement gaps.

- Regularly analyzes data and monitors student progress while delivering focused intervention to students.

- Evaluates student achievement for the purpose of placing students in appropriate intervention and support services.

- Participates in on-going and job-embedded professional development (e.g. staff meetings; study groups, demonstration lessons with pre- and post-discussion analysis; workshops; trainings; seminars) for the purpose of gathering information related to mathematics.

- Maintains a variety of manual and electronic files and/or records (e.g. TCAP data, student records, and other data regarding proficiency) for the purpose of determining student needs.

- Prepares lesson plans, in collaboration with teachers and coaches, related to differentiating instruction and providing interventions while adhering to district scope and sequence guides and curriculum.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

SKILLS, KNOWLEDGE AND ABILITIES

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment; planning and managing projects; and using pertinent software applications.

KNOWLEDGE is required to perform advanced math; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: lesson planning; instructional materials; and community resources.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operates equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; setting priorities; and promoting services within community.
Responsibility
Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment
The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; and some fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience
Job related experience within related field is required.

Preferred Education/Training
Bachelor's degree in job related area.

Equivalency
Several years of teaching with a concentration in mathematics

Required Testing
None Specified

CERTIFICATES & LICENSES
Teacher's Certification and/or License

Continuing Educ. / Training
Maintain Licensure

Clearances
Criminal Justice Fingerprint/Background Clearance

FLSA Status
Exempt