

YUBA COUNTY OFFICE OF EDUCATION
Certificated Job Description

INTERVENTION TEACHER

DEFINITION:

Under the direction of the assigned Principal, the Intervention Teacher will collaborate with classroom teachers to coordinate push-in and pull-out support of supplement classroom instruction using the Response to Intervention (RTI) model to facilitate student learning. The Intervention Teacher applies a program of instruction consistent with students' learning needs, objectives, and instructional materials; uses appropriate teaching strategies; assesses student progress; creates and manages a learning environment conducive to student learning; communicates with parents regularly regarding the students' academic and social program; and performs other related duties as assigned by supervisor.

DIRECTLY RESPONSIBLE TO:

Assigned Principal

SUPERVISION OVER:

None; provide assistance and guidance to other staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides student information to staff, parents, and other authorities as requested.
- Prepares and modifies lesson plans and materials for all core subjects for grades K-12, based upon student needs.
- Communicate with and assist paraeducator(s) regarding curriculum implementation, classroom management and other duties.
- Collaborates with classroom teachers and parents in all core subjects for grades K-12.
- Provide supports to students in all core subjects for grades K-12.
- Applies appropriate teaching strategies consistent with the students' needs and adheres to the Site initiatives and adopted curriculum.
- Administers school-wide assessments and uses results to modify lesson plans and instruction for individual learning plans.
- Participates as an IEP, 504, or SST team member and follows the IEP, SST, or 504 plans, provides the appropriate support and works with the case carriers, counselors, and coordinators to develop the best program for identified students.
- Create and maintain Independent Learning Plans (ILP) for all students.
- Implements screenings and collects diagnostic, and progress monitoring data for the purpose of identification of struggling learners, instruction/intervention design, and students' response to intervention.
- Identifies student academic level and learning style. Monitors and ensures assigned students are making educational progress. Provides constructive feedback to classroom teachers, students and parents in a timely manner.
- Provides broad professional support and evaluates the learning progress in meeting the educational needs that prepare the students socially, emotionally, personally and intellectually.

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- Prepares, maintains and submits timely and accurate records, reports, files and documentation, including but not limited to, attendance records, student progress reports, report cards, and prepares county and/or state reports as assigned and/or required.
- Collaborates with the supervisor, classroom teachers, and staff regularly regarding student academic and social progress, including working within Professional Learning Communities.
- Participates in required school and district-sponsored professional development activities.
- Supervises students in out-of-class activities during the school day or whenever on duty and the students are under the jurisdiction of the school.

MINIMUM QUALIFICATIONS:

Education, Training and Experience:

- Bachelor's Degree from an accredited four-year college or university; Master's Degree preferred.
- Possession of, or ability to obtain, an appropriate valid California teaching credential.
- Two years successful teaching experience as a classroom teacher.
- Experience/coursework specializing in intervention preferred.

Knowledge of:

- Current educational best practices through learning, practicing and reflecting in order to remain a lifelong learner.
- Common Core State Standards and the school/program's scope and sequence to develop lessons using various digital tools and/or resources.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Different teaching models (advanced organizers, concept attainment, concept formation, cooperative learning, project-based learning, inquiry, cognitively guided instruction, etc.) to personalize and guide struggling students.
- Student information systems.
- Operation of a variety of office equipment and software, including but not limited to Microsoft Office Suite and Google Suite.

Skills and Abilities:

- Maintain standards of professionalism and abide by the tenets of the "Code of Ethics of the Teaching Profession" of the State of California and the California Standards for the Teaching Profession.
- Uses instructional time effectively; maintains an appropriate physical environment and appropriate individual, class and program records.
- Communicate effectively in both oral and written form; read, understand and follow instructions.
- Adapt to new technologies and keep technical skills up to date.
- Identify and resolve problems in a timely manner and work well in group problem solving situations.

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- Communicate effectively in both oral and written form; read, understand and follow instructions.
- Exhibit tact and consideration; work cooperatively in group situations.
- Balance team and individual responsibilities; exhibit objectivity and openness to others' views; contribute to building a positive team spirit; support everyone's efforts to succeed.
- Encourage open communication; maintain objectivity; keep emotions under control; use negotiation skills to resolve conflicts.
- Demonstrate respect and sensitivity for cultural differences; educate others on the value of diversity; promote a harassment-free environment.
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic backgrounds, and physical and learning disabilities of staff, students, and the community.
- Follow policies and procedures; complete tasks correctly and on time; support organization's goals and values.
- Adapt to changes in the work environment and deal with frequent change, delays, or unexpected events.
- Take initiative and undertake self-development activities; ask for and offers help when needed.
- Observe safety and security procedures; determine appropriate action beyond guidelines; report potentially unsafe conditions.
- Actively contribute to and participate in Professional Learning Communities and collaborate with colleagues.
- Attend and participate in program activities.
- Understand and impact the independent study program and community.
- Understand and maintain confidentiality.

Physical Requirements:

- Bending at the waist, sitting on the floor, kneeling or crouching; climbing or balancing while using step stool.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Ability to lift light objects (less than 20 lbs.) on an intermittent basis. May be required to lift heavy objects (up to 30 lbs.) on an intermittent basis. Requires two or more persons to lift 50 pounds or more.

Work Environment:

Employees in this position will be required to work in an office and/or school facility environment with regular interruptions and participate in small and large group meetings.

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Licenses and Certificates:

- Valid California Driver's License
- Valid California Teaching Credential
- Valid California English Learner Authorization (e.g., CLAD, BCLAD)
- Provide proof of automobile insurance, if driving personal vehicle for work.
- Crisis Prevention Intervention (CPI) or equivalent Certificate

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Employee Classification: Certificated
Salary Range: Certificated Salary Schedule
Approval Date: June 2, 2023