MT. DIABLO UNIFIED SCHOOL DISTRICT

CERTIFICATED TEACHING PERSONNEL

Duties and Responsibilities of Intervention and Instructional Support Teacher

Overview

Intervention and Instructional Support Teachers are directly responsible to a District level Program Administrator and a Site Administrator for administrative and instruction matters. Intervention and Instructional Support teachers shall be evaluated by the Program or Site Administrator or his/her designee based on how their performance conforms to the California Standards for the Teaching Profession.

The primary functions of Intervention and Instructional Support Teachers are (1) to apply their curricular expertise in the core curricular areas, English language development, and/or bilingual education and to provide intervention instruction to students in need of academic support, including English learners and other struggling students and (2) to work with district level teams to plan and implement an effective intervention program.

An Intervention and Instructional Support Teacher's primary areas of focus are determined by his/her training, expertise and the needs of students. Teachers may have more than one primary area of focus.

Duties and Responsibilities of all Intervention and Instructional Support Teachers:

1. Review progress of individual students and/or groups of students using a variety of protocols and instruments.

2. Use data to plan and provide appropriate instruction to bring students up to standard and grade level using a variety of formats which include, but should not be limited to, push-in, pull-out, learning center, individual, small group, or whole class models.

3. Participate in planning interventions and analyzing results. Participate in small and large group data analysis meetings.

4. Monitor progress of assigned students, assist with necessary communication, and maintain student records as directed.

5. Share progress of assigned students at meetings and work with team to identify best practices to implement across the district.

6. Work collaboratively with district and site level teachers and teams to select or develop, implement, refine and evaluate assessments used to identify students in

need of intervention and to target the knowledge and skills in which students need additional instruction.

7. Work collaboratively to provide input in intervention program planning and implementation at the school site; provide support to teachers and other staff in order to implement best practices relevant to the intervention curricula; prepare reports on the intervention program and student progress; and collaborate in compiling and reporting assessment data.

8. Attend appropriate training (both within and outside the district) to build knowledge and improve skills; investigate promising practices in other district in order to bring best practices to our students.

9. Participate in lesson study and other action research with colleagues to identify and refine best practices.

10. Participate in data-based evaluations of the intervention program(s) at the school and district level.

11. Participate in the design and implementation of a tiered system of academic support that begins with exemplary primary instruction and includes interventions within the classroom as well as interventions that extend beyond classroom interventions. Collaborate with other staff, including special education teachers to develop a seamless system for delivering services to students.

12. Collaborate with district level intervention teams in order to develop and coordinate parent information and education components related to academic support and intervention.

13. Manage materials (related to this position) needed for instruction and assessment, including preparing orders, sorting, distribution, organization, collection and storage.

14. Comply with all laws and regulations of the State of California, policies and rules of the Mt. Diablo Unified School District Board of Education, and terms and conditions of the Collective Bargaining Agreement.

15. Report promptly to the site administrator any accident or illness affecting students.

16. Respect the individuality and integrity of each student.

17. Maintain condition and practices which positively affect the physical and mental health of students.

18. Report promptly to the site administrator any factors which prevent the full exercise of duties and responsibilities.

19. Enforce all rules governing the conduct of pupils as may be prescribed by the Superintendent and Board of Education, as well as those developed cooperatively by the principal and staff, not in conflict with Board of Education policy.

20. Work cooperatively with all employees of the District and with the community.

21. Provide and maintain adequate lesson plans and instructions for substitute teachers.

22. Attend job related meetings and perform other related duties as assigned.

23. Perform those non-instructional duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Superintendent.

General Knowledge, Skills and Abilities

- Establish and maintain productive collaborative relationships with others
- Work productively with SAIT teams and other outside experts
- Meet schedules and timelines
- Plan and organize work
- Analyze and interpret assessment results for the purpose of designing, providing and modifying instruction
- Make appropriate recommendations to teachers regarding instructional programs for identified students
- Follow through with directives
- Teach under conditions which necessitate small group and individualized instruction in collaborative settings within the regular classroom or another classroom
- Perform a wide variety of specialized tasks; interpret and apply rules and regulations as appropriate
- Operate office equipment including a computer with a variety of software related to job requirements
- Use and share a variety of instructional strategies; apply knowledge or methods of supporting and extending instruction
- Demonstrate knowledge of correct English grammar and usage
- Define problems, collect data, establish facts, and draw valid conclusion
- Maintain a safe and orderly learning environment
- Use effective interpersonal skills including tact, patience and courtesy

Qualifications

- Five (5) years successful teaching experience

- Valid California credential authorizing service and English Language Development instruction (BCLAD, CLAD, LDS, English Learner Authorization, etc.)
- Holders of a valid Special Education credential will be given first priority
- Expertise in interventions related to core curricular areas, reading, ELD, or transitioning bilingual students to English
- Relentless drive to attain results; proven experience and effectiveness in improving student achievement in classroom and/or school
- Strong communication and organizational skills
- Valid driver's license and ability to travel from site to site

Sample Physical Abilities

Hear and speak to make presentations and exchange information in person and on the telephone; communicate so other will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe students; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift objects weighing up to 25 pounds.

Mt. Diablo Education Association

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