

## TEACHER - INTERVENTIONIST/STEM

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**QUALIFICATIONS:** Valid Kansas teaching license at the appropriate level with applicable endorsement(s).

**REPORTS TO:** Building principal or designated administrator

**SUPERVISES:** Students assigned to individual classroom and paraeducators if assigned to classroom.

**JOB GOAL:**

**INTERVENTIONIST:**

The Interventionist creates a positive learning environment to facilitate the personal, social, and intellectual development of K-1st grade students. The goal of the Interventionist is to assist students in meeting grade-level standards by ensuring a continuum of support through intervention instruction. The Interventionist will work closely with the Title Teacher/Literacy Coach to deliver appropriate instruction and to provide support to teachers.

**STEM:**

The STEM (Science, Technology, Engineering, and Math) Teacher will provide hands-on learning experiences for K-1st grade students. The STEM teacher's primary job will be to facilitate developmentally appropriate STEM learning activities and experiences to foster intellectual, personal, and social growth targeting the Kansas Learning Standards.

**FULL/PART-TIME:** Full-time or Part-time

**FLSA:** Exempt from overtime

**BOE APPROVAL:**

**ESSENTIAL FUNCTIONS OF THE JOB:**

I. TEACHING TECHNIQUES

A. Demonstrates Effective Planning Skills

1. Writes and/or selects instructional objectives from district adopted curriculum.
2. Selects objectives at the current level of difficulty for each individual student.
3. Includes teaching methods and procedures relevant to the objectives for each curricular area.
4. Includes relevant student activities and worksheets.
5. Utilizes both formative and summative evaluation procedures to evaluate student progress.
6. Identifies expected student outcomes and matches the assessment of outcomes with instruction.
7. Includes activities which extend and promote student thinking beyond the knowledge level.
8. Provides adequate plans, procedures, and materials for substitute teachers.
9. Seeks and uses advice of curriculum area experts.

B. Implements the lesson plan to ensure time on learning

1. Reviews and previews all applicable lessons and skills taught and previously taught.
2. States and gives the purpose of instructional objectives, when appropriate.
3. Provides input, responses to students, activities and questions that are relevant to the objective. (teaches to objectives)

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4. Demonstrates or models with activities which are relevant to the topic being taught.
  5. Provides guided practice to reinforce concepts.
  6. Utilizes lesson summary and closure techniques.
  7. Appropriately applies the principles of learning so students learn more, faster with increased retention and transfer to other learning situations.
  8. Provides independent practice activities for students.
  9. Checks for understanding at each level of instruction.
  10. Uses a variety of teaching models or strategies and techniques.
  11. Provides a sufficient amount of time for the achievement of learning behavior outcomes.
  12. Promotes covert and overt active participation, striving for student involvement at least 35 percent of the clock time.
  13. Converts transition time into learning time.
- C. Provides positive motivational experiences
1. Communicates challenging scholastic expectations to students.
  2. Appropriately uses the variables of motivation theory to increase student learning.
  3. Responds positively to students.
  4. Gives appropriate feedback to students.
  5. Encourages creative expression.
  6. Utilizes community resources to enhance student experiences.
  7. Stimulates creative thinking.
  8. Helps students develop efficient learning skills and work habits.
- D. Communicates effectively with students
1. Communicates clearly.
  2. Uses correct oral and written language.
  3. Gives directions in a clear, explicit manner.
  4. Uses a variety of verbal and nonverbal teaching methods.
  5. Utilizes appropriate questioning techniques. (Dignify, prompt, and hold students accountable.)
  6. Provides structuring comments which clarify the tasks and help the lesson proceed smoothly.
  7. Uses appropriate vocabulary for level of students.
  8. Summarizes effectively.
- E. Provides for effective student evaluation and knowledge of results
1. Makes methods of evaluation clear and purposeful.
  2. Makes appropriate use of pre and post-tests.
  3. Monitors student progress through a series of formative and summative evaluation techniques.
  4. Uses valid reliable tests, and other assessment instruments.
  5. Provides written comments as well as points or scores. (Tells students what they are doing well and what they must do to improve.)
  6. Returns test results and student work within a reasonable time frame.
  7. Provides opportunities for one-to-one conferences.
  8. Interprets test results to students and parents.
  9. Accepts responsibility for student outcomes. (When the teaching/learning process breaks down, both the teacher and student need to assess the situation and make corrective adjustments.)
- F. Displays knowledge of curriculum and subject matter
1. Clearly states the purpose of the topic or activity, when appropriate.

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2. Makes specific topics and activities relevant to the content.
3. Analyzes the content and identifies the essential learning expected of all students.
4. Identifies the critical attributes of the concepts and generalizations being taught.
5. Uses appropriate examples and illustrations.
6. Selects and presents subject matter which is accurate and up-to-date.
7. Identifies knowledge and skill subsets that are essential to accomplish objectives.

### G. Provides opportunities for individual differences

1. Uses knowledge of students to design educational experiences.
2. Paces instruction according to the content.
3. Recognizes differences among students in the rate at which they learn.
4. Provides extra help and enrichment activities.
5. Presents subject matter which is appropriate for abilities and interests of the students.

### H. Demonstrates skills in classroom management

1. Ensures that materials and information can be read, seen and/or heard by the students.
2. Maintains an orderly classroom where everyone's dignity is valued.
3. Delegates appropriate responsibilities and tasks to students and holds students accountable for their work.
4. Gives clear, concise directions.
5. Develops, enforces and maintains classroom rules, routines and procedures and monitors student compliance with such rules; applies behavioral modification techniques when needed.
6. Adjusts physical arrangements and modifies noise levels in order to accommodate a variety of learning styles.
7. Selects activities appropriate to the physical attributes of learning materials.

### I. Sets high standards for student behavior

1. Manages discipline problems in accordance with administrative regulations and school board policies.
2. Establishes and clearly communicates parameters for student classroom behavior.
3. Promotes self-discipline.
4. Manages disruptive behavior constructively, using reinforcement theory when appropriate.
5. Demonstrates fairness and consistency in the handling of student problems.
6. Maintains a classroom which is conducive to good health, self-dignity, and safety.
7. Promotes a classroom environment which encourages positive peer group interaction.
8. Teaches and reinforces appropriate social behaviors.

## II. INTERPERSONAL RESPONSIBILITIES

### A. Demonstrates effective interpersonal relationships

1. Makes use of support services as needed.
2. Shares ideas, materials, and methods with other teachers.
3. Works cooperatively in study groups.
4. Informs administrators and/or appropriate personnel about school-related matters, issues, and concerns.
5. Promotes and enhances community involvement with the school.
6. Communicates effectively with parents in the best interest of the students.
7. Participates and cooperates in parent-teacher activities.
8. Works cooperatively with all school district employees.

### B. Demonstrates awareness of student needs

1. Strives to meet the individual needs of handicapped students.

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2. Shows sensitivity to physical and emotional development of students.
3. Is aware of special health needs of students.
4. Deals appropriately with substance abuse by students.
5. Demonstrates an understanding and acceptance of non-sexist, multi-cultural and multi-ethnic aspects of society.
6. Makes an effort to know and to teach each student as an individual.

### C. Promotes positive self-esteem

1. Provides opportunities for all students to achieve recognition for appropriate and constructive behavior.
2. Provides opportunities for each student to achieve success consistently.
3. Promotes students' self-control and self-discipline.
4. Promotes positive self-image in students through development of positive self-esteem.

## III. PROFESSIONAL RESPONSIBILITIES

### A. Demonstrates employee responsibilities

1. Regular attendance is an essential function of the job.
2. Responds appropriately to parental concerns in a timely manner.
3. Demonstrates punctuality in regard to school-related events.
4. Provides accurate data as requested for management purposes.
5. Is prompt and accurate in performing duties.
6. Maintains confidentiality of classroom, student, and employee information.
7. Upholds the professional code of ethics.
8. Assumes responsibilities outside the classroom that relate to school activities.
9. Acts in a manner which positively reflects the school and USD 407.
10. Maintains a valid Kansas driver's license.
11. Performs other duties as assigned by the Superintendent and Board of Education.

### B. Supports district regulations and policies

1. Adheres to authorized Board of Education policy.
2. Selects appropriate channels for resolving concerns and problems.
3. Strives to stay informed regarding Board policy, building policy, and regulations applicable to his/her position.

### C. Strives to improve performance

1. Participates in professional activities to improve knowledge of academic content and curricular and instructional skills and strategies.
2. Establishes and pursues goals and performance improvement objectives and/or plans.
3. Attends professional meetings and staff development activities which will enhance teaching skills in the classroom.

### *Duties and Procedures of Teachers*

1. Line of Authority - Teachers shall be directly responsible to the principal of their respective attendance center. They shall promptly and consistently carry out the instructions of their principal and the Superintendent.
2. Knowledge of Policies and Regulations - It shall be the duty of the teacher to be informed concerning the rules, policies and regulations of the Board of Education, as stated in the policy handbook.

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3. Valid License - A teacher must hold a valid Kansas License to be eligible for employment. The teacher must present such license to the Clerk of the Board of Education for registration as soon as feasible after signing a contract in no case later than one week prior to the time of entering upon his or her duties as a teacher. It will be the responsibility of the teacher to keep the license valid.
4. Teachers' Contracts - A teacher must sign a contract prepared by the Superintendent and approved by the Board of Education, to indicate his or her acceptance of the position. Failure to sign such contract by the time designated therein shall render contract null and void and of no effect.
5. Continuing Contracts - In accordance with the continuing contract law, the Board of Education shall give written notice through the Clerk of the Board by the third Friday in May to any teacher to whom it does not wish to employ. Teachers shall notify, in writing, the Board of Education, within 14 days following the third Friday, through the Superintendent of Schools, of their intent not to remain in the system. If neither acts, both are bound. However, existing contract may be altered by mutual consent at any time.
6. Discipline---Line of Authority, Etc. - Teachers shall be responsible for the discipline of pupils enrolled in their classes, but shall have the freedom of consulting with the principal. In case of a serious problem, the teacher and principal, or head teacher, shall confer with the Superintendent of Schools.

The teacher shall have the power to send students to the principal, and/or head teacher's office when unmanageable disciplinary problems occur. Teachers shall make immediate reports of any unusual disorder among students under their charge.

7. Early Dismissal of Pupils - Teachers shall not dismiss their pupils earlier than the regularly-scheduled time without the permission of the principal or Superintendent.
8. Professional Attitudes - It is expected that all teachers maintain a professional attitude in their relationships with their students and fellow teachers. They shall not, at any time, engage in controversial school issues in the presence of students. Matters in which teachers may be in disagreement should be discussed in private.
9. Care of Property and Equipment - Teachers shall be responsible for the proper care of all books, apparatus, bulletins, supplies, and furniture owned by the district.
10. Lending of School Property - Public school property cannot be lent for personal use under any circumstances, except on direct authorization of the Superintendent.
11. Acting as Agents Prohibited - Teachers shall not act as agents, or accept commissions, royalties, or other rewards for books or other school material, the selection or purchase of which they may influence.
12. Serving on Committees - Teachers will frequently be asked to serve on committees which will be formed during the course of the year for improvement of some phase of the school's program.
13. Relations with Custodians - All orders from teachers to custodians shall be made through the principal, except in the case of unsatisfactory room temperature, or emergency.
14. Responsibility for Professional Growth - Teachers shall observe all school regulations, seek professional growth, and participate in curriculum study.

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15. School Duties - During school hours, teachers shall devote their time exclusively to school duties. Plans and reports shall not be prepared during hours when teachers are in charge of pupils.
16. Loyalty Oath - Before entering upon the duties of his/her office of employment, each person to be employed by the state or any agency thereof or by any county, city or municipality of the state including any school, college or university supported in whole or in part by public funds collected under any tax law of the state or any municipality thereof shall be required to subscribe in writing to the oath set out in K.S.A. 54-106. (K.S.A. 75-4308)

**TERMS OF EMPLOYMENT:** Salary and work year to be established by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with K.S.A. 72-2409.

**PHYSICAL REQUIREMENTS OF THE JOB:** An X indicates it is a requirement.

- 1. Very rarely requires exertion beyond walking.
- 2. Very rarely requires physical exertion beyond walking or climbing stairs.
- 3. Requires prolonged (over 50% of the time) standing and walking.
- 4. Requires prolonged (over 75% of the time) standing and walking.
- 5. Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy\* objects or materials.
- 6. Frequently (over 20% of the time), requires physical exertion to manually move, lift, carry, or push heavy\* objects or materials.
- 7. Frequently (over 33% of the time), requires physical exertion to manually move, lift, carry, or push heavy\* objects or materials.
- 8. Over 50% of the time, requires physical exertion to manually move, lift, carry, or push heavy\* objects or materials.
- 9. In addition to items 5, 6, 7, or 8, occasionally requires physical exertion to manually move, lift, carry, or push heavy objects weighing more than 50 pounds.
- 10. Driving skills and physical ability required to drive a vehicle.

*Note: \* "heavy" means not over 50 pounds*

I have reviewed this job description and will fulfill the duties described.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**An Equal Employment/Educational Opportunity Agency**

Unified School District 407 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Unified School District 407 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District 407 Superintendent, 802 N. Main, Russell, Kansas 67665, 785-483-2173.