

Maple Run Unified School District Job Description

Job Title: Elementary Intervention Teacher (PreK-8)
Job Group: Educator
Reports to: Principal

Summary: Collaborates with teachers and students to support students in learning the grade appropriate standards. Establishes a learning environment that supports and motivates learners, provides personal growth according to the individual's ability, and helps students develop a solid foundation for continued learning. Maintains effective relationships with students, parents, and other staff members. Collaborates effectively with content areas and learning community colleagues to meet student learning needs.

Essential Duties and Responsibilities: *Other duties may be assigned.*

1. Plans and facilitates student learning through:
 - a. Establishes, teaches and maintains expectations for student positive behavior. Creates a safe, achieving, caring environment wherever they work throughout the school.
 - b. Developing lesson plans and instructional materials.
 - c. Continuous improvement to institute strategies based on observation, formative assessment and Common Local Assessment data.
 - d. Providing individualized and small group instruction and adapts the curriculum to the needs of each pupil. Plans and conducts activities that balances and provides opportunities for observation, questioning and investigation.
 - e. Translating lesson plans into developmentally appropriate learning experiences using a variety of techniques that meet the needs of all learners.
 - f. Employing educational strategies to improve the development of analysis, synthesis and evaluation skills, language, cognition and memory.
2. Assesses and monitors learning by:
 - a. Using a variety of observation, formative and summative assessments.
 - b. Completes all Common Local Assessments in a timely manner and meeting data entry requirements.
 - c. Evaluating pupils' academic and social growth, through the transferable skills and the portfolio process.
3. Collaborates effectively with school staff by:
 - a. Participate actively in weekly content meetings.
 - b. Provide content expertise for colleagues.
 - c. Meet regularly to focus on student learning needs.
 - d. Actively participate in scheduled faculty, cluster, and in-service meetings.
4. Communicates regularly with parents outside normal classroom day by means of newsletters, notes, phone calls, e-mails, conferences, etc.
 - a. Identifies pupil needs and makes appropriate referrals and develops strategies for individual education plans.
 - b. Is available to students and parents for education-related purposes outside the instructional day.
5. Maintains accurate and complete student records, and prepares reports on children and activities as required by laws, district policies and regulations.

6. Instructs and models for student's citizenship, safety and a learning culture using current best practices and as specified in state law and administrative regulations and procedures of the school and School District.
7. Other assignments as directed by the principal.

Supervisory Responsibilities: Supervises classroom employees, students and volunteers. Monitors student discipline through an appropriate classroom management program.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Bachelor of Arts degree. Advanced work in related subject matter preferred.

Certificates, Licenses, Registrations: Valid Vermont Teaching License with necessary endorsements.

Language Skills: Ability to read, analyzes, and interpret textbooks, periodicals, professional journals, technical procedures, and/or governmental regulations. Ability to write lesson plans, reports, correspondence, and procedures. Ability to effectively present information and respond to questions from students, parents, staff and the public. Ability to use a variety of assessments for student work.

Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to use a variety of assessments for student work.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school and supervisory union objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers and parents; skilled in oral and written communication. Ability to perform duties with awareness of all School District requirements and Board policies.

Physical Demands: The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, walk, sit, kneel, bend, talk or hear. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books and classroom equipment, and will need to ascend and descend a set of stairs. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. Must demonstrate manual dexterity to work on computers, phones, and other technology.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, model best behavior, must show above average interpersonal skills and follow directions of school leadership.

Work Environment: The work environment characteristics described here represent those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

Terms of Employment: Per Educator's Master Agreement

Evaluation: Annually

Date: 2/16/2023

/The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned and are performed by the individuals currently holding this position.