

**ISD 191 Job Description
(TCHRINSTRINT)
JOB TITLE: Teacher, Instructional Interventionist**

Exempt (Y/N): YES
DEPARTMENT: BEA/TOSA
SUPERVISOR: Principal

DATE: October 4, 2010

The Instructional Interventionist needs to have:

- an Elementary Teaching License
- At least one of the following:
 - Reading Licensure and/or
 - Master's Degree in Reading and/or
 - Master's Degree in Curriculum and Instruction
- Experience in Kindergarten-Third Grade
- Leadership experience

The Instructional Interventionist will provide intensive, daily instruction that advances reading proficiency in students who show minimal progress at the intensive or strategic level as identified by AIMSWeb benchmarking and the MWS Four Learners' Chart. The Instructional Interventionist will use benchmark and diagnostic assessments when collaborating with classroom and other teachers to develop intervention plans. The Instructional Interventionist will progress monitor students (using AIMSweb) on a regular basis to inform instruction.

The Instructional Interventionist will design focused and targeted interventions, beginning with the greatest area of need at the earliest stage of reading acquisition and build upon this development by strategically scaffolding interventions to incrementally bring students to grade level expectation.

The Instructional Interventionist understands the reading process and the process of learning to read and can use developmentally appropriate research-based instruction and interventions to advance students' reading proficiency.

The Instructional Interventionist will:

- Have an in-depth knowledge and understanding of reading research and best practices (the specifics of NCLB, the National Reading Panel, and other research and policy related to reading instruction and assessment).
- Have an in-depth knowledge and [thorough](#) understanding of [MN Language Arts standards and the district 191's Language Arts scope and sequence](#).
- Have familiarity with the Minnesota Language Arts Standards and the content and rigor of the MCAs.

- Possess knowledge of and have the ability to design and deliver scientifically based reading instruction and interventions in language development, phonemic awareness, phonics, comprehension, vocabulary, and fluency.
- Be proficient in analyzing reading problems and using problem solving strategies to design targeted instruction and select effective interventions to address these needs.
- Demonstrate an ability to accelerate the acquisition of reading skills and strategies individually or in small groups for students with reading difficulties.
- Use assessment data and repertoire of successful teaching strategies to create individual reading plans (interventions); matching student ability and learning style to accelerate growth
- Possess a large repertoire of successful teaching strategies and be able to adapt instruction to different learning styles.

The Instructional Interventionist understands how to assess the reading development of individual students and groups of students, how to use assessment data to design appropriate reading curriculum and instruction based on the assessment data, and how to communicate this information to relevant audiences.

The Instructional Interventionist will:

- Be able to support teachers by analyzing data guiding teachers to appropriate interventions to improve student achievement with the goal of moving students to the benchmark criteria of the Four Learners' Chart
- Actively participate in YESS (Yearlong Education Success for Students) Team Meetings, TAT (teacher Assistance Team) Meetings, PLC Meetings and/or other building meetings where expertise will be beneficial as directed
- Be proficient administering and interpreting data from AIMSweb benchmarking, progress monitoring and other formative and summative reading assessments
- Be able to collect, maintain, and share data on student achievement
- Be very knowledgeable about assessments and diagnosis for reading and have the ability to use that knowledge to design intervention instruction
- Have experience with English Language Learners and students of low socio-economic status
- Serve as a resource for classroom teachers

Other expectations of the position:

The Instructional Interventionist will:

- Have strong communication skills and collaborative experience with staff members and parents
- Be able to flexibly and appropriately schedule their day based on the goals of the program

- Communicate with the principal, other teachers and the YESS Team
- Communicate to staff in a confidential manner