



**POSITION:** Math Interventionist Elementary Level

**REPORTS TO:** School Principal

**CONTRACT DAYS:** 190

**FLSA Status:** Exempt

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**Summary:**

To develop and implement quality intervention services for students who are not currently identified as students with disabilities, but who need additional academic support in mathematics to be successful in the general education environment. Some additional support to students who have been identified could be a part of the interventionist's caseload. Intervention services are those services provided to non-disabled students to prevent the disproportionate identification or over-identification of students with disabilities.

**Essential Duties and Responsibilities:**

- Provide a high level of skill in all aspects of instruction that accelerates the learning of struggling readers.
- Administer assessments, analyze data, and plan instruction from the assessment data.
- Provide highly specialized instruction in which struggling learners thrive: instruction that is explicit, intensive, accelerated, and provides ample practice.
- Monitor student progress in ways that inform teaching and motivate learners.
- Coordinate across instructional settings the instruction provided to struggling learners (e.g., intervention teacher collaborating with the math teacher).
- Create practices that motivate struggling learners and reward their progress.
- Support an environment in which all adults in the school know the struggling learners by name and collaborate in increasing their mathematics achievement.
- Participate in on-going training to remain current in the field and continuously develop expertise in the teaching of struggling math learners.
- Partner with school and district administrators and other interventionists to; problem-solve interventions and assistance for struggling learners, bring about all that is needed to facilitate a school-wide commitment to reach all struggling learners, Motivate faculties to contribute to the school wide commitment to all students learning math well and Engage in collegial conversations to discuss student assessments and recommendations for instruction.
- Provide assistance in designing and monitoring academic plans, progress monitoring tools, and behavior strategies in classrooms.
- Collect and analyze data to inform academic support decisions at the building and classroom levels.
- Assist in implementing and providing resources for classroom teachers, if needed.
- Facilitate community and District partnerships to support students, families, and teachers.
- Facilitate research-based academic learning and classroom management strategies.

- Attend faculty and staff meetings and professional development sessions.
- Stay current on developments in the area of mathematical trends.
- Assist teachers to develop class-wide systems of reinforcement to promote a healthy class environment and effective planning, organization, and implementation of strategies for optimum teaching and learning.
- Develop relationships with students.

**Education and/or Experience:**

- Bachelor's degree supplemented by at least 3 years of successful behavioral experience required OR a bachelor's degree in education/elementary education with emphasis on math instruction.
- A Master's degree in education.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable

**Certificates, Licenses, Registrations:**

Valid SC Teaching Certificate for subject area as required by South Carolina Department of Education

**Language Skills:**

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from community, regulatory agencies, or members of staff.

**Mathematical Skills:**

Ability to work with mathematical concepts such as probability and statistical inference and in the display and interpretation of assessment data. Ability to apply basic concepts of statistical analysis, fractions, percentages, ratios, and proportions to practical situations.

**Reasoning Ability:**

Ability to interpret and carry out instructions furnished in written, oral, diagram or schedule form. Ability to analyze information and use logic to address work related issues and problems. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to quickly assess employee, departmental and administrative needs and provide timely feedback.

**Other Skills and Abilities:**

- Ability to perform duties with awareness of all district requirements and Board of Education policies.
- Ability to apply knowledge of current research and theory in a specific field. Ability to establish and maintain effective working relationships with students, parents and the school community. Ability to speak clearly and concisely both in oral and written communication.
- Ability to organize and implement a flexible work schedule in order to meet reporting deadlines.
- Ability to self-monitor and manage multiple tasks while working individually and with members of a group. Ability to submit all requested reports and documentation in a timely manner and in accordance with scheduled deadlines. The position requires meeting deadlines, and interacting with teachers, administrators, parents, and community members.
- Excellent communication and technology skills are required.

**Physical Demands:**

The physical demands described here are representative of 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.

The employee will occasionally lift and/or move up to 50 pounds such as boxes of materials. The employee will sometimes push/pull items such as furniture or boxes of materials.

While performing the duties of this job, the employee is regularly required to sit, stand, walk, talk, listen and/or reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision. Occasionally the position requires the employee to work irregular or extended hours.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

**TERMS OF EMPLOYMENT:**

The terms of employment detailed in this job description are based on full time employment during an entire school year. Conditions of employment are adjusted for part time employees or individuals who are hired for less than an entire school year.

**EVALUATION:**

Performance of this job will be evaluated annually according to Board Policy.

**DISCLAIMER STATEMENT:**

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 are performed by the individuals currently holding this position and additional duties may be assigned.