

INSTRUCTIONAL INTERVENTION TEACHER

We believe that students reach their full potential through learning experiences guided by skilled and knowledgeable educators who engage them in collaborative exploration of new ideas and processes alongside their peers. Intervention teachers play an important role in supporting young learners with an opportunity to learn and practice the essential social, emotional, and problem-solving skills that students will use throughout their schooling.

Essential Responsibilities and Duties

This position provides instruction to all students (including eligible students with IEPs) who are experiencing challenges mastering grade level standards. This description represents the key areas of responsibilities, specific duties may be assigned.

- Plans for student success based on individual student's quantitative and qualitative data, current knowledge and skill level, learning goals, and SEL goals.
- Uses district approved assessment tools and strategies in addition to the teacher's own professional practice.
- Integrates district approved technology into planning, learning, progress reporting, and required record-keeping activities.
- Regularly shares student growth data and communicates progress with classroom teacher and school administrators.
- Communicates clear expectations, and creates a learning environment in which there is genuine care and respect for students and a belief in their capability.
- Maintains a learning environment that is orderly and purposeful. Incorporates universal design, providing each student multiple means of engagement, representation, and expression of learning.
- Assists in the supervision of students at school activities and events.
- Engages with students who may need co-regulation and support to be ready to learn.
- Serves as a resource in identifying appropriate research-based instructional strategies and interventions to improve academic achievement and SEL for students.
- Works collaboratively with teachers and staff in addressing the needs of students, developing effective teaching and learning practices, and implementing the district's ECI model.
- Supports inclusionary practices through co-planning and development of instructional materials, and collaborative assessment of student work.
- Assists in the collection, analysis, and reporting of data relevant to teaching and learning as requested by district and building administrators.
- Actively participates in staff and grade level or department meetings, assists building efforts to plan, budget, implement, and evaluate the school's improvement plan.

Minimum Qualifications and Skills

- Successful experience or demonstrated commitment toward working with culturally and racially diverse students, families and communities.
- Successful completion of a teacher certification program at an accredited college or university and valid [Washington state certification](#).
- Knowledge of strength-focused instructional strategies for students that promotes autonomy, cooperation and student voice.
- Knowledge of and ability to use appropriate and multiple assessment and evaluation techniques.

- Experience or skill in creating a caring classroom environment that is orderly, purposeful and facilitates student learning.
- Knowledge and practice of Washington State SEL standards and the CASEL framework.
- Experience supporting adult learners implementing best practices for students learning.
- Recognizes the impact ACEs/and or trauma may have on student progress.
- Demonstrated skill or experience supporting and contributing to the success of students with disabilities.
- Exceptional interpersonal skills and ability to collaborate with others.
- Strong relationship building skills to work with other educators and partners to provide services.
- Ability to maintain confidentiality, work effectively under pressure, and remain flexible.
- Ability to maintain records with strong attention to detail.
- Ability to meet and maintain punctuality and attendance expectations.

Desired Qualifications and Skills:

- Endorsement in Special Education.
- Successful experience co-teaching and co-planning.
- Experience working with military-connected students and families.
- Bilingual skills.

Physical and Environmental Requirements:

The district is committed to providing reasonable accommodations to employees with disabilities to access the physical and environmental requirements of this position.

This position typically requires: stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, talking, hearing, seeing, and repetitive motions. This position may be exposed to prolonged exposure to visual display terminals as required. Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The noise level in the work environment is usually moderate but can be loud on occasion.