

**EVERGREEN LOCAL SCHOOL DISTRICT**  
**JOB DESCRIPTION**

**Title:** INTERVENTION TEACHER

**File 311**

**Reports to:** Assigned administrator/supervisor

**Job Objective:** Plans/implements student learning experiences using a differentiated curriculum.

**Minimum** · Valid state department of education license/certificate as determined at the time of appointment.

**Qualifications:** · Adheres to the *Licensure Code of Professional Conduct for Ohio Educators*.  
· Behavioral management skills substantiated by training/work experience. Duties may require agility, physical strength, and stamina to address the needs of students with behavior problems and/or require physical assistance (e.g., mobility, transferring, positioning, etc.).  
· Displays flexibility, reliability, self-discipline and a willingness to take on challenging tasks.  
· Embodies high ethical standards/integrity. Accepts personal responsibility for decisions/conduct.  
· Exhibits effective time management and resourceful problem-solving skills.  
· Maintains a record free of criminal violations that would prohibit public school employment.  
· Meets mandated health screening requirements following a conditional offer of employment.  
· Shows evidence of core computer competencies deemed appropriate at the time of hire.

**Essential** **1. Maintains a thorough understanding of subject matter and pedagogy. Organizes subject**

**Functions:** **content and learning goals that support high levels of student achievement. Works closely with teachers to deliver unified classroom lessons.**

- Assists with program planning. Develops, evaluates, and revises curriculum.
- Keeps current with intervention design research and contributes to the collaborative development of dropout prevention, re-entry and school completion strategies for at-risk students.
- Prepares instructional materials. Teaches assigned classes/subject matters as scheduled. Develops/implements lesson plans aligned with state standards and district curriculum goals.
- Evaluates student academic needs/learning styles. Identifies opportunities to enhance learning environments. Varies instructional techniques to effectively engage/advance student learning.
- Uses formal/informal assessment strategies to monitor student progress. Provides effective detailed feedback to students using formative/summative assessments.
- Uses a data-driven approach to analyze assessments and alter/enhance lesson plans.
- Collaborates with colleagues to achieve department/subject area goals.
- Prepares Individualized Education Plans (IEP). Identifies the least restrictive developmentally appropriate instructional environment for each student with a qualified disability.
- Uses fair, firm and consistent consequences to effectively manage disruptive students.

- Helps students improve behavior that limit participation in traditional school environments.
- Participates in manifestation determination and functional behavior assessments meetings.
- Contributes to the development of crisis response plans to address aggressive student behavior.
- Reinforces concepts introduced in inclusive settings. Keeps teachers aware of emerging concerns.
- Identifies alternative approaches/accommodations as needed (e.g., differentiated curriculum, equipment adaptations, extended time, study guides, reading/transcribing assistance, etc.).
- Resolves problems that impede student learning. Plans/implements intervention strategies that produce tangible evidence-based benefits within specified time-frames.
- Monitors intervention efficacy and implements modifications as needed to improve outcomes.
- Provides opportunities for all students to participate in an inclusive educational environment.
- Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
- Helps students make appropriate choices and grow academically. Promotes creativity, cultural awareness, reflective problem-solving skills and self-reliance.
- Facilitates student learning activities that encourage teamwork and positive peer relationships.
- Evaluates student achievement/performance. Prepares progress reports.
- Administers/proctors state and district testing activities. Helps students with content-area preparation activities. Identifies alternative assessment approaches/accommodations as needed. Upholds mandated security procedures.
- Ensures student lists and teaching materials are readily available for substitutes.

**2. Exemplifies professionalism and fosters goodwill to enhance the district's public image.**

- Complies with drug-free workplace rules, board policies and administrative guidelines/procedures.
- Contributes to an effective and positive work/learning environment. Performs all assigned duties.
- Develops mutually respectful relationships with co-workers. Functions as part of a cohesive team.

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- Encourages community participation in school-sponsored activities.
- Helps students understand/embrace ethical conduct and democratic values.
- Maintains a professional appearance. Wears work attire appropriate for the position.
- Maintains an acceptable attendance record and is punctual.
- Participates in the development of best practices and advancement of academic standards.
- Respects privacy and maintains the confidentiality of privileged information.

**3. Maintains open/effective communications. Serves as a reliable information resource.**

- Actively participates in staff meetings, conferences and other required school activities.

- Communicates program objectives/performance expectations to students/parents and staff.
- Prepares/maintains accurate records. Submits required paperwork on time.
- Provides prompt notification of personal delays or absences.
- Refers district policy interpretation questions to an appropriate administrator.
- Uses active listening/problem-solving techniques. Respects diversity. Resolves issues tactfully.

**4. Pursues opportunities to enhance professional performance.**

- Participates in training to keep current with professional standards associated with work duties.
- Updates skills as needed to use available task-appropriate technology effectively.
- Works toward mastery of individualized development/performance goals as directed.

**5. Takes precautions to ensure safety. Helps manage/eliminate risks.**

- Implements effective pupil management procedures. Provides appropriate student supervision.
- Maintains high standards for appropriate conduct. Recognizes and responds to prevent aggressive behavior or harassment. Complies with district procedures and state law when dealing with discrimination and suspected child abuse/neglect.

**6. Performs other specific job-related duties as directed.**

- Assists with unexpected/urgent situations as needed.
- Helps implement workplace initiatives that advance district goals.

**Working**

Safety is essential to job performance. Employees must exercise caution and comply with

**Conditions:**

standard safety regulations and district procedures when involved in the following situations:

- Balancing, bending, climbing, crouching, kneeling, reaching, or standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to air-borne particulates, chemicals, combustible materials, electrical hazards, equipment vibrations, noise, moving mechanical parts, odors and slippery surfaces.
- Exposure to blood-borne pathogens and communicable diseases.
- Interacting with aggressive, disruptive and/or unruly individuals.
- Lifting, carrying and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.
- Performing strenuous or repetitive physical tasks for extended periods of time.
- Traveling to meetings and work assignments.

**Performance**

Job performance is evaluated according to policy provisions and contractual agreements adopted

**Evaluation:**

by the Evergreen Local School District.

The Evergreen Local School District is an equal opportunity employer. This job description identifies primary responsibilities and is not intended to be a complete list of all duties performed. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, program/curriculum changes and unforeseen events.

Revised: September, 2012

