

## TRENTON BOARD OF EDUCATION

## JOB DESCRIPTION

## INSTRUCTIONAL INTERVENTION TEACHER

**QUALIFICATIONS:**

1. Valid NJ Teaching Certificate
2. Must possess a Master's Degree in Reading or equivalent coursework.
3. Minimum of 4 years successful teaching experience.
4. Able to research and evaluate data.
5. Able to identify trends and issues in research.
6. Able to assess students' educational progress.
7. Preferred current knowledge, pedagogy and practical experience in Balanced Literacy and Reading and Writing workshop models.
8. Knowledge of New Jersey Core Curriculum Content Standards and Common Core State Standards.
9. Experience in planning and delivering staff development.
10. Knowledge of best instructional and research practices to effectively train, model coach and make recommendations for improving student Achievement.
11. High degree of organizational and problem solving skills.
12. Commitment to continuous professional learning.
13. Able to work collaboratively with staff.
14. Excellent interpersonal, oral and written communication skills.

**REPORTS TO:**

Assistant Superintendent of Talent Acquisition and Development

**JOB GOAL**

The goal of the Instructional Intervention Teacher is to improve student achievement by supporting educators as they strive to enhance instructional practice.

**SUPERVISES:**

N/A

**PERFORMANCE RESPONSIBILITIES:**

1. Provide continuous systematic procedures and opportunities for professional growth for teachers (e.g., through demonstrations, inservice courses, workshops, seminars, etc.).
2. Provide for his/her own professional growth by attending demonstrations, inservice courses, workshops, seminars, conferences etc., as approved by the District Administrator.
3. Assist in the evaluation of on-going programs and make recommendations for change.
4. Provide new teachers with orientation regarding philosophy, procedures and materials on district curriculum.
5. Work as a resource to teachers by providing assistance with struggling learners by utilizing professional/classroom materials, modeling, collaborative lesson planning and intervention ideas.
6. Help teachers diagnose reading strengths and weaknesses and align these skills to appropriate techniques and materials.

7. Assist teachers by modeling lessons and providing consultation and intervention when requested.
8. Conduct assessments to determine students' ability and learning styles.
9. Create reading plans to match student ability and learning styles.
10. Collaboratively develop and analyze formative assessments to help make instructional decisions.
11. Assist building principal and teachers with assessments and other needs in the area of literacy.
12. Be responsible for implementing, teaching and monitoring the plan of remedial reading instruction.
13. Assist district supervisors with school-wide reading intervention and literacy programs.
14. Consult with administrators, parents, and teachers to recommend at-home strategies to improve reading skills.
15. Assist with keeping the community informed as to the purpose and progress of district English Language Arts curricula.
16. Keep school staff informed as to new developments in teaching and learning.
17. Collaborate with, and actively participate as a member of the I R & S team.
18. Analyze district wide data to identify areas in need of improvement and modify curricula.
19. Work with the classroom teachers and district personnel to coordinate reading instruction designed to meet the individual needs of students.
20. Perform other related duties as regulated or assigned by Supervisor of English Language Arts/World Languages/Visual & Performing Arts.

**TERM OF**

**EMPLOYMENT:** Ten (10) Month Position

**BARGAINING UNIT:** TEA

**SALARY:** In accordance with TEA

**STATUS:** Hourly\_\_\_ Salaries X  
 Exempt\_\_\_ Non-Exempt\_\_\_

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and the provisions of the board's policy on evaluation of certified/non-certified staff and the collective bargaining unit, if appropriate.

**BOARD APPROVAL:** December 12, 2016