School City of Hammond
41 Williams Street, Hammond, IN 46320
Tele: 219-933-2400

JOB OPPORTUNITY

Job Title:	Title I Interventionist	**Job Category:**	Certified
Department/Group:	Teacher	**Position Status:**	Full Time
Location:	Irving Elementary	**Salary Schedule:**	Teacher's Compensation Model
Reports to:	Building Principal	**Contracted days:**	185 Day Contract
Additional Training Required:	Yes	**Travel required:**	None
Effective:	2021-22 School Year; Upon Board Approval		
Application Deadline:	Until Filled		

Applications Accepted By:

APPLICANTS MUST COMPLETE AN APPLICATION ONLINE AT:
www.hammond.k12.in.us

Basic Functions:

The SCH Elementary Interventionist is a member of the school faculty. It is the responsibility of the Interventionist to work with the principal and school improvement / plan team to implement the school-wide plan to improve the academic achievement of all students in the school. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing and assessing instructional strategies to improve academic literacy and mathematics, overall achievement in core content areas, problem solving skills and use of modern technology for all students in the school. A commitment to attend all training sessions and/or staff development designed for SCH instructional coaches, use of instructional research and strategies with teacher colleagues, and the ability to dialogue with them in their successful implementation is required.

The Interventionist has a dual role; this professional provides professional development and training to the instructional aides and additional support for student learning. The Interventionist will work with flexible groups of students based on data collected by teachers through the ISTEP+ test, district level assessments and informal classroom assessments. The Interventionist will organize assessment data, focusing on low performing subgroups. The information will be shared collaboratively with teachers and aides in order to coordinate interventions for students not meeting state and local expectations. The Interventionists will train volunteers and paraprofessionals to effectively tutor students. The Interventionist is responsible for training, modeling for and evaluating the intervention paraprofessionals. The Interventionist will collaborate with corresponding grade levels. The Interventionist position will be monitored by the building principal and the Office of Federal Programs.

The Primary and/or Intermediate Interventionist position requires a professional with organization and flexibility; reading, writing, and math literacy knowledge; and the ability to grow trust and build relationships over time in a professional learning community.

Job Description

1. Demonstrate exemplary classroom practice and possess a deep understanding of best practices
   - On-going teaching of children in a variety of settings and grade levels (K-5)

- Extend competencies through professional development opportunities and networking with other interventionists and coaches in schools preferred
- Sharing school areas of strength, new implementations, training programs and interpersonal strategies with other interventionists

2. Help improve instruction by engaging paraprofessionals in intensive professional development and promote a school-based learning community
   - Provide demonstrations of academic strategies
   - Observe and coach instructional paraprofessionals in effective practices
   - Provide sustained mentoring to instructional paraprofessionals
   - Provide workshops for instructional paraprofessionals

3. Manage and evaluate the school's academic program to ensure the highest level of quality
   - Collect data, analyze results, and report findings
   - Implement a school-wide assessment system for monitoring student achievement
   - Evaluate student achievement and assist with placing students in appropriate intervention and support services
   - Evaluate effectiveness of the overall academic program
   - Identify needs and make recommendations for appropriate materials
   - Provide records and research data to grade level teams, leadership team, SCH Office of Federal Programs and SCH Interventionist and Instructional Coach cohort as requested

4. Provide leadership for literacy learnings across the school community
   - Meet regularly with the principal to report on progress and plan next steps
   - Network with other district interventionists in developing, implementing and researching programming
   - Communicate the results of the academic program and spotlight the school
   - Advocate professional learning opportunities for instructional paraprofessionals

5. Accomplish any other jobs as assigned by the principal or Office of Federal Programs

Qualifications and Education Requirements:

- Bachelor's degree
- Indiana Educator's License (Current)
- Five or more years of recent, successful classroom experience teaching reading and math
- Reading intervention training preferred (i.e. certified reading intervention specialist; Reading Recovery) but not required
- Participation in balanced literacy professional development preferred
- Highly effective interpersonal and group communication skills
- Strong knowledge base of best practices in instruction
- Strong work ethic, self-directed and self-motivated

Characteristics:

- Ability to sustain involvement with long-term projects and assignments

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- Ability to work effectively with a myriad of paraprofessionals, teachers, administrators, parents, PTA, and various outside groups
- Ability to perform multi-task operations
- Ability to remain flexible and positive with the demands and assignments of the job without losing sight of the mission, task or assignment
- Self-initiated learner
- Ability to sustain a high energy level
- Ability to demonstrate professionalism at all times
- Ability to maintain credibility
- Ability to listen and problem solve
- Ability to acknowledge and utilize the skills and expertise of others
- Ability to maintain a high expectation for self and others
- Ability to work within flexible time schedules
- Ability to make appropriate short and long range plans
- Knowledge of ways and methods to appropriately extend the reading time for students within the school hours, before and after school, during summer, and within the home and community

It is the policy of the School City of Hammond not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Last Updated By:	Human Resources	**Date/Time:**	10/28/21