

JOB DESCRIPTION

Job Title Elementary Interventionist
Reports to Principal
Dept/School Assigned Campus

Job Title Code 265026EF
Wage/Hour Status Exempt
Pay Grade TBA
Date Revised May 09, 2025

Primary Purpose

Provide a student-centered approach to intervention and targeted instruction that effectively works to close achievement gaps and contributes to their academic growth to meet grade level standards. Work directly with students and collaborate with teachers to design methods of learning that are most appropriate for each student. Support the principal and teachers to promote student achievement and progress.

Education/Certification

- Bachelor's Degree from accredited institutions
- Valid Texas teaching certificate with required endorsements
- Valid Texas teacher's certification in Bilingual, ESL, or special education
- Texas Reading Academies certificate of completion (or must enter next available reading academy cohort and complete certification)

Special Knowledge/Skills

- In-depth knowledge of content development
- In depth knowledge of Response to Intervention (RtI) process and tiered instruction
- In-depth knowledge of research-based instructional strategies (RBIS), instructional materials, and resources essential to provide effective intervention and supports
- Demonstrated experience implementing intensive intervention to students
- Ability to administer and interpret diagnostic assessment instruments and collect, disaggregate, and analyze data to develop strategies to target areas of need and monitor progress
- Strong organizational, collaboration, and interpersonal skills
- Strong planning and delivering professional learning skills
- Ability to manage and prioritize time wisely and effectively

Experience

- Minimum of three (3) years teaching experience

Major Responsibilities and Duties

Instructional and Program Management

1. Collaborate with campus administrators, teachers, and the teaching and learning department to plan and deliver targeted student interventions aligned with the district's RtI plan.
2. Collaborate with campus leadership team (admin, instructional coaches) to coordinate the what I need (WIN) program.
3. Utilize the universal screener and other assessment data to develop an intervention plan for identified students.
4. Meet regularly with principal and school leadership team to plan supplemental instruction that correlates with the individual student's needs.
5. Utilize best practices for intervention including direct instruction, small group instruction using the push-in model, co-teaching, and the use of decodable texts to build conceptual understanding.
6. Support the implementation of the written curriculum with fidelity.
7. Establish and use behavior management techniques, which are appropriate and effective.
8. Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.

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9. Collaborate with teachers individually to identify the needs of students to set learning goals and targets, and to solve problems to develop best practices for continuous academic growth of students.
10. Attend district level instructional, intervention, content knowledge development sessions, and professional learning events to promote professional growth.
11. Serve as an "in-house" campus-based resource that provides a crucial link to address the academic needs of students.
12. Administer group and individual non-state mandated assessments to students, as needed.
13. Plan and develop special projects in collaboration with other campus support staff; assist with planning according to data and assessments.
14. Maintain and submit accurate records of students' progress.
15. Serve as a member of the campus Student Support Team for at-risk students.
16. Provide guidance and support in collaboration with instructional coaches in the implementation of intervention programs.

School/Organizational Climate

17. Participate in campus and district meetings and committees, as required.
18. Create effective and productive student-centered learning environments.
19. Display high visibility and effective communication skills to support and observe reading interventions, research-based instructional strategies, and program implementation.
20. Exemplify effective problem-solving methods that are customer-service oriented.
21. Utilize excellent oral and written communication and interpersonal skills.
22. Display a strong ability to work independently as a self-starter with excellent time management skills.
23. Participate as an effective team member who contributes to campus, program, and individual goals.

School/Organizational Improvement

24. Collaborate with district and campus administrators and teachers to evaluate student achievement for the purpose of placing students in the appropriate intervention and delivering support services.
25. Analyze data from formative, interim, summative, and screeners to monitor student progress, group students, and plan focused student interventions.
26. Work in partnership with the principal and school leadership team to review and analyze multiple sources and types of student data to identify student learning needs to inform instructional decisions.

School/Community Relations

27. Promote a positive image of the campus and maintain a positive working relationship with students, parents, and the community.
28. Regularly communicate with campus and district staff and parents regarding student progress.
29. Clearly articulate the district's vision, mission, instructional philosophy and framework, and intervention strategies to the community and solicit support in realizing the district's mission.
30. Work with principals, central office staff, parents, and community members to resolve teaching and learning issues/challenges in a timely manner.
31. Employ collaborative decision-making and problem-solving processes.

Professional Growth and Development

32. Establish ongoing goals for professional learning to remain open to change and innovation to meet the needs of all students.
33. Identify new research in the areas of instruction and interventions to support decisions, and apply new knowledge and skills to improve programming, student support, and campus systems.
34. Actively participate in professional learning opportunities and ensures the dissemination of current educational research to positively enhance their teaching and student learning.

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35. Exhibit flexibility in performance of assigned allowable duties.
36. Seek, accept, and respond to coaching and feedback from supervisor, staff, and peers.
37. Perform other duties as aligned to program intent.

Supervisory Responsibilities

None

Physical and Mental Job Requirements

Mental Demands/Physical Demands/Environmental Factors

- Maintain emotional control under stress.
- Work with frequent interruptions; occasional prolonged and irregular hours, prolonged use of computer.

Terms of Employment

192 days; salary to be established by the Board of Trustees

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: _____
Job Title: _____
Date: _____

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Job Title: _____
Date: _____

My supervisor has reviewed this job description with me and has provided me with a copy.

Employee: _____
Date: _____

I have read and understood the contents of this job description. I acknowledge that my performance evaluation will be based on stated duties/responsibilities. I am also aware that my position is funded with external funds (State Compensatory Education or federal) and my job duties/responsibilities must comply with the respective Program requirements.

Employee Signature: _____ Date: _____

I hereby certify the above information to be true and correct. The employee will be supervised to ensure the work performed by the individual listed above is compliant with respective Program requirements.

Supervisor Signature: _____ Date: _____

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, at 230 -2031; Section 504 inquiries regarding students may be referred to 504 Coordinator at 230-2856.



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