

Job Title:	At Risk Student Success Teacher	Wage/Hour Status:	Exempt
Reports to:	Principal/Whole Learner Support and Intervention	Pay Grade:	TBA
Dept. /School:	Assigned Campus	Date Revised:	July 25, 2023

Primary Purpose

Serve as a support to identify and serve students who may be at-risk for not reaching grade level standards, including special populations; emergent bilingual, special education, 504 Section, and homeless. Work extensively with students and collaborates with the principal, teachers, parents and other campus staff in the implementation, monitoring, and improvement of multi-tiered systems of support (MTSS), at-risk student identification (academic, behavior, language, and social emotional learning) and tracking data to advance student success.

Qualifications

Education/Certification

Bachelor's Degree from an accredited university

Valid Texas Teaching Certificate

Valid Texas Teacher's Certification in Bilingual, ESL, or Special Education

Special Knowledge/Skills

- In depth knowledge of multi-tiered systems of support and in working with at-risk students
- In-depth knowledge of research-based instructional strategies, instructional materials, and resources essential to provide effective intervention and supports
- Demonstrated experience implementing intensive early 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
- Ability to speak effectively before groups of parents, students, and staff
- Provide strong organizational, collaboration, and interpersonal skills

Experience

Minimum of three (3) years teaching experience with a specialization in literacy/reading or mathematics

Major Responsibilities and Duties

Instructional and Program Management

1. Collaborate with campus administrators, teachers, and Whole Learner Support and Intervention to plan and deliver targeted student interventions aligned with the district's multi-tiered systems of support plan.
2. Utilize screeners and other assessment data to identify students in need of strategic support and develop student intervention plans.
3. Meet regularly with campus administrators and school leadership team to plan supplemental instruction that correlates with the individual student's needs or as requested by the classroom teacher or counselor.
4. Utilize high-quality evidence-based instruction and assessment practices to implement and monitor interventions at Tier III levels and ensure that every student receives the appropriate level of support to be successful.
5. Carefully plan culturally relevant instruction and provide access to grade level content for all students using language supports to address all forms of communication (verbal, nonverbal, and written) and language domains (listening, speaking, reading, and writing).
6. Provide direct support and intervention to students and guidance and coaching support to teachers and members of Student Support Team.
7. Utilize and model best practices for intervention including flexible grouping appropriate for creating an inclusive classroom culture that honor learner variability.
8. Shape students' everyday experiences in school, contribute to learning and performance, and create a context that forms how students deal with everyday difficulties, challenges, and obstacles.

9. Provide direct services to students with research-based intervention activities and learning experiences aligned to a personalized academic profile.
10. Collaborate with all teachers including but not limited to, special education, 504, dual Language, ESL, as well as core classroom teachers, to identify and serve students who may be at-risk for not reaching grade level standards and provide appropriate researched-based interventions to accelerate their rate of learning.
11. Maintain case management metrics for each student including learning goals and outcomes, frequency and duration of intervention implementation, and progress monitoring toward goals to determine intervention effectiveness.
12. Provide learning opportunities, coaching and classroom observations on topics, including how to analyze data for intervention selection, implement best practice intervention strategies and progress monitoring techniques for instructional decision making.
13. Support the implementation of the district's curriculum with fidelity.
14. Establish and use behavior management techniques, which are appropriate and effective.
15. Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process
16. Collaborate with teachers individually to identify the whole-child needs of students to set learning goals and targets, and to problem solve to develop best practices for continuous academic growth of students.
17. Attend district level instructional, intervention, core content knowledge development sessions, and professional learning events to promote professional growth.
18. Plan and develop special instructional projects in collaboration with other campus support staff; assist with planning according to data and assessments.
19. Maintain and submit accurate records of students' progress.
20. Serve as a member of the campus Student Support Team for at-risk students.
21. Support the implementation of the written curriculum with fidelity.
22. Provide guidance and support in the implementation of intervention programs.

School/Organizational Climate

23. Participate in campus and district meetings and committees, as required.
24. Create effective and productive student-centered learning environments.
25. Provide support to teachers on the implementation of instructional resources.
26. Display high visibility and effective communication skills on campuses to support and observe interventions, research-based instructional strategies, and program implementation.
27. Exemplify effective problem-solving methods that are customer-service oriented.
28. Utilize excellent oral and written communication and interpersonal skills.
29. Display a strong ability to work independently as a self-starter with excellent time management skills.
30. Participate as an effective team member who contributes to campus, program, and individual goals.

School/Organizational Improvement

31. Collaborate with district and campus administrators and teachers to evaluate student achievement for the purpose of placing students in the appropriate intervention and identifying/delivering support services.
32. Analyze data from formative, interim, summative, and screeners to monitor student progress, group students, and plan focused student interventions.
33. 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.
34. Provide instructional support to meet culturally and linguistically diverse student needs.

School/Community Relations

35. Promote a positive image of the campus and maintain a positive working relationship with students, parents, and the community.
36. Regularly communicate with campus and district staff and parents regarding student progress.
37. 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.
38. Work with principals, central office staff, parents, and community members to resolve teaching and learning issues/challenges in a timely manner.
39. Employ collaborative decision-making and problem-solving processes.

Professional Growth and Development

40. Establish ongoing goals for professional learning to remain open to change and innovation to meet the needs of all students.
41. Identify new research in areas of instruction and interventions to support decisions, and apply new knowledge and skills to improve programming, student support, and campus systems.
42. Actively participate in professional learning opportunities and ensure the dissemination of current educational research to positively enhance teaching and learning.
43. Exhibit flexibility in performance of assigned duties.
44. Strive to manage and prioritize time wisely and effectively.
45. Seek, accept, and respond to coaching and feedback from supervisor, staff, and peers.

Physical and Mental Job Requirements

Mental Demands/Physical Demands/Environmental Factors

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

Terms of Employment

187 days; salary to be established by the Board

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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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 that work performed by the individual listed above, is compliant with respective Program requirements.

Supervisor Signature: _____ *Date:* _____

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El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.