

PLEASE POST

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PERSONNEL VACANCY NOTICE

GARY COMMUNITY SCHOOL CORPORATION

900 Gerry St
Gary, IN 46406

M. Jones-Henderson, Executive Director
Human Resources Department

Dr. Paige McNulty, Emergency Manager

POSITION: Interventions Teacher

SALARY: To Be Determined

REPORTS TO: Principal

PURPOSE STATEMENT

Responsible for support in planning instruction and/or adaptation of the instructional program using the Response to Intervention (RTI) model to facilitate student learning in accordance with corporation policies and state guidelines. Design and implement specific strategies designed to promote intellectual, social, and physical growth in identified intervention students. Evaluate and measure the effectiveness of specific RTI strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of support. Supports the instructional programs with regular and special education teachers.

ESSENTIAL FUNCTIONS

1. Provide the following support:
 - Use data to help teachers identify and group children who need additional supports;
 - Help teachers develop and implement classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and cognitive skills;
 - Support teachers in documenting children's progress;
 - Develop and use instructional support tools effectively
 - Gather and organize grade-level/subject area universal assessment tools and develop assessments for progress monitoring purposes for all teachers;
 - Design collaborative systems to support the sharing of RtI best practices.
2. Execute the following duties and responsibilities related to Tier 2 and Tier 3 identified students in conjunction with the student's assigned classroom teacher:
 - Design systems and tools to measure the effectiveness of Tier 2 and Tier 3 support
 - Refine Tier 3 strategies and support as needed to improve effectiveness
 - Develop and inform students of reasonable rules concerning classroom procedures and behavior and maintains a safe and orderly classroom environment.

- Meet and instruct identified students in the locations and at the times designated.
 - Employ a variety of instructional techniques, instructional media, and performance assessments, which guide the learning process toward academic achievement and curriculum goals.
 - Establish clear objectives for all lessons, units, and projects and communicates these objectives to the students.
 - Assess the accomplishments of students in a variety of ways on a regular basis and provides progress reports as required.
 - Maintain accurate, complete, and correct records as required by law, corporation policy, and administrative regulations.
 - Administer and analyze standardized testing data and adjusts instructional strategies, as needed, to maximize probability of student success.
 - Teach students to work collaboratively to solve problems and to think logically and creatively.
 - Complete other duties as assigned.
 - Build effective relationships with parents and students through regular communication and available to students and parents for education-related purposes, e.g., open house, conferences, extra-curricular activities.
3. Participate in professional growth and development and stay abreast of current research through continuing education, educational seminars, workshops, conferences, and attendance at corporation-sponsored in-services.
 4. Maintain a strong, regular personal attendance record.
 5. Other duties assigned by supervisor or Title I Staff.

SUPERVISORY RESPONSIBILITIES

Assigned paraprofessional and students.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret professional journals, technical procedures, textbooks, and government regulations. Ability to write reports and general correspondence. Ability, both orally and in writing, to present information effectively and respond appropriately to questions and concerns from individuals and groups of educators, administrators, parents, students, and the general public. Ability always to communicate using correct grammar.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to define problems, collect and analyze data, establish facts, and draw valid conclusions. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form and to understand abstract and concrete variables. Ability to use available information and develop realistic long-term and short-term plans for curricular goals.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory to the instructional program. Ability to establish and maintain effective relationships with students, staff, and parents through oral and written communication. Ability to perform duties with awareness of all corporation, state, and federal requirements. Ability to plan and implement lessons based on corporation and school objectives and student needs and abilities.

EDUCATION AND EXPERIENCE

Bachelor's degree (minimum), three or more years of teaching experience preferred.

CERTIFICATION

Valid Indiana teaching certificate in appropriate grade level and area of study required.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to speak, stand, talk, walk, see, hear, (corrected or uncorrected), and sometimes, to sit.

The employee is occasionally required to climb, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level will vary depending on the daily activity. It, at times,

is very quiet in the classroom but often, as in the cafeteria and/or school assemblies, is moderate to very loud. The employee must often meet deadlines and must report to class and/or duty assignments on time.

The work environment includes inside and outside areas. The work environment includes exposure to sunlight; risk of being bitten by animals or insects; exposure to environmental allergens (grass, weeds, pollen, and trees) and occasional exposure to solvents, degreasers, pesticides, and/or herbicides. The employee may be exposed to CRT's. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Required Testing

- Drug Test
- Background Screening

METHOD OF APPLICATION:

An on-line application, to include letter of interest and resume listing training, past job experiences and responsibilities should be submitted to:

Gary Community School Corporation
www.garycsc.k12.in.us
Click on "Employment & Staff"
900 Gerry Street
Gary, IN 46406

EQUAL OPPORTUNITY EMPLOYER