

Elwood Community School Corporation

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Superintendent:

Dr. Chris Daughtry

Director of Special Services:

Mr. Joe Kwisz

Business Mgr/Treasurer:

Mrs. Joa Griffith



Title I Intervention Coordinator

Brief Description of Position: Under the direction and supervision of the Title I Director and Elementary Building Principals, the Intervention Coordinator, will with the coordination, evaluation, and modification of Intervention programs, assist in the development and review of intervention materials, provide supervision of intervention staff (as appropriate) and perform related work as required. The Intervention Coordinator, having both content and instructional expertise, will work as a colleague with classroom teachers to support student learning and teacher intervention practice, focus on individual and group professional learning that will expand and refine the understanding about researched-base effective intervention instruction for teachers.

Responsible to: Title I Director and Elementary Building Principals

Payment Rate: According to Certified Teacher Salary Schedule – Grant-funded position, longevity of the position and cancellation of the position are subject to funding constraints.

Employment Term: Standard Teacher Term

Qualifications:

- 1) Bachelor's degree from an accredited college/university
- 2) Minimum of five years of successful teaching experience.
- 3) Current Indiana Teaching License with five or more years experience .
- 4) Demonstrated knowledge of Indiana content standards.
- 5) Experience in researched-based instructional practices.
- 6) Deep knowledge of reading, writing, literacy development, and/or math
- 7) Previous coaching or teacher leadership experience
- 8) Deep knowledge of and experience in:
 - a) Instructional strategies
 - b) Conditions of Learning
 - c) Assessment driven instruction (teaching/learning process)
- 9) Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
- 10) Ability to design and deliver quality professional development for administrators and teachers
- 11) Outstanding presentation and facilitation skills
- 12) Demonstrated ability to communicate in a professional manner both orally and in writing
- 13) Demonstrated strength in organization, communication skills and efficiency in meeting deadlines
- 14) Demonstrated ability to function as a positive collaborative member of a team
- 15) Demonstrated interest and engagement in professional learning and reflection Preferred

Essential Academic Intervention Functions:

- 1.) Coordinate the collection and analysis of relevant data, including universal screeners, academic risk indicators, and treatment integrity. Assist schools in preparing and administering screeners, interpreting the data gathered, and determining tier two and tier three interventions.
- 2.) Monitor implementation of the Elementary RTI process to ensure that the model and intervention are implemented as intended. Understand and analyze stakeholder opinions about the RTI process.
- 3.) Assist schools in developing and sustaining their secondary and tertiary interventions to meet at-risk students' needs.
- 4.) Collaborate with individual Elementary teachers to address and problem-solve issues or questions about implementing the RTI model, with an understanding that each teacher will have different needs based on their class make up.
- 5.) Participates in or leads meetings, workshops and seminars with employees new to Elementary teachers. All incoming employees must be trained in understanding and implementing the EIS RTI process.
- 6.) Collaborates with others (e.g. teachers, administrators, students, parents, other District personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
- 7.) Coordinates RTI program components, support needs, and materials for the purpose of meeting student needs while complying with district and/or program guidelines.
- 8.) Maintains a variety of detailed records in a variety of written and electronic formats.
- 9.) Prepares a variety of program related reports in both manual and electronic formats (e.g. media communications, translations, guidelines, recommendations, curriculum components, state and federal reporting, etc.) for the purpose of documenting activities, conveying information and ensuring program requirements are met in an effective and timely manner.

General Responsibilities:

- 1) Demonstrate willingness to assume leadership positions.
- 2) Provide organized, individual and/or group learning opportunities for teachers as needed.
- 3) Provide support in analyzing student assessment data.
- 4) Assist teachers with instructional decisions based on assessment data when requested.
- 5) Assist teachers with specific classroom activities when requested.
- 6) Assist teachers in creating intervention materials that are in alignment with curriculum.
- 7) Model effective, differentiated instruction when requested.
- 8) Provide encouragement and emotional support to teachers.
- 9) Encourage ongoing professional growth for all teachers.
- 10) Work positively toward meeting identified district and building improvement goals.
- 11) Develop and maintain a confidential, collegial relationship with teachers.
- 12) Perform duties as assigned by the Principals and the Title I Director.
- 13) Participate fully in professional development.