



Intervention Teacher

Administrative Procedure 2.B.159

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Date Adopted: August 2022

PHILOSOPHY

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of the employees of the division are to honour these values in the daily interactions with staff, students and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of these positions of trust in our public school system.

GENERAL RESPONSIBILITIES

Under the direction of the Principal, and in consultation with the Divisional Student Services Department, the primary responsibility of the Intervention Teacher is to provide direct instruction in literacy and mathematics within the Response to Intervention framework.

The Intervention Teacher is required to perform specialized assessments and tailor intervention lessons to selected students determined by achievement data. The RTI components include: universal screening, evidence-based instruction/intervention, continuous classroom progress monitoring, staff professional development and collaboration, and parent support. The intervention teacher provides support to students within and outside the classroom and supports teachers with instruction as requested and at the direction of the principal or students services team.

Specific Responsibilities and Duties:

1. Create evidence-based intervention plans for students in conjunction with student services staff including Speech/Language Pathologist and/or School Psychologist
2. Teach and coordinate Tier 2 & 3 intervention for target students
3. Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tier 1, 2 & 3 interventions
4. Develop reports on intervention planning, progress and completion at the request of school or Division staff.

5. Keep teachers, staff, and parents informed regarding the status of the RTI services
6. Provide non-evaluative classroom observation and feedback, modeling, and other supportive assistance necessary related to the implementation of the RTI process
7. Participate in school student services meetings to assist in coordination of intervention services for students receiving intervention services
8. Presents to colleagues and parents within area of responsibility
9. Other duties as assigned by the Principal or Division staff

EMPLOYMENT REQUIREMENTS

1. Manitoba Teaching Certification or eligibility for certification from the Province of Manitoba;
2. Minimum of 5 years of exemplary teaching experience (preferably at a variety of levels);
3. Knowledge and experience in Student Services would be considered an asset;
4. Resource Teacher Certification is preferred, or ability to obtain within three years.

SKILLS AND QUALIFICATIONS

1. Knowledge and experience with K-8 math curriculum;
2. Knowledge and experience with implementation of structured literacy and related initiatives;
3. Knowledge and experience in implementing the Response to Intervention service delivery model;
4. Experience working in a Professional Learning Community;
5. Skills in data analysis and interpretation;
6. Ability to collect, organize, and interpret data on the progress of children progressing through intervention;
7. Training in the Orton-Gillingham approach would be considered an asset.

Personal skills essential to the position:

1. Commitment to achievement for all students;
2. Demonstrated analytical and problem-solving skills;
3. Strong time-management and organizational skills;
4. Demonstrated interpersonal and collaborative skills;
5. Excellent verbal, written and technology skills;
6. Dedication to ongoing professional learning.