



## **JOB DESCRIPTION**

<b>Job Title</b>	Math Interventionist
<b>Department</b>	Teaching and Learning
<b>Reports To</b>	Building Principal
<b>Classification</b>	Certified
<b>Location</b>	Secondary
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

## **Job Summary**

The Math Interventionist is responsible for working with school principal and school staff to improve student achievement within the framework of the Equitable Multi-Level Systems of Supports (EMLSS). The Math Interventionist is responsible for supporting student achievement in Mathematics with special attention to Tier II and III instruction. The Math Interventionist provides individual or small group instruction to students who are struggling academically. This position is also responsible for monitoring, reporting, and communicating student progress and performance.

## **Essential Job Functions**

- Provide high quality mathematics instruction to individual students and small groups.
- Use data to provide instruction.
- Collaborate with teachers, administration, and families to help identify best practices for individual and small groups of students.
- Use identified research-based interventions focuses specifically on individual student needs.
- Maintain data-based documentation of continuous monitoring of student performance and progress.
- Provide data to school teams and participates in decisions about student progress.
- Communicate with teachers, administration, and families regarding student progress.
- Assist with identifying students for placement in intervention groups.
- Participate in meetings with teachers, administration, and families to discuss student placement and progress.
- Provide diagnostic assessments for students as needed.
- Provide input for program development.
- Support implementation of assessment tools and data management systems.

## **Ancillary Job Functions**

- Attend the appropriate trainings to improve knowledge and skills.

- Provide staff development opportunities.
- Perform other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of Wisconsin Mathematics (400/1400), Regular Education (777/1777), or Elementary/Middle Level (088/1088) license at the appropriate developmental or grade levels of their students
- Three years of successful classroom teaching experience.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master's degree in education.
- Degree in mathematics or a related field.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Willingness to engage in ongoing learning of literacy practices.
- Excellent interpersonal and communication skills.
- Strong organizational skills.
- Knowledge of collaboration practices, team teaching practices, and special education.
- Knowledge in the areas of instructional methods, curriculum, and assessment.
- Ability to build and maintain effective relationships with school administrators, staff, students, and families.
- Demonstrate an understanding and use of equitable and culturally responsive practices.
- Ability to keep up to date with current events and technology in the business and post-secondary sectors.
- Ability to maintain curricular and industry knowledge.
- Ability to facilitate meetings and professional development opportunities.
- Excellent verbal and written communication skills.
- Knowledge in using a variety of assessment tools.
- Knowledge of research-based instructional strategies that will engage all students.
- Willingness and ability to assume a leadership position.
- Willingness to engage in equity trainings.
- Demonstrate an understanding and use of equitable and culturally responsive practices.
- Ability to travel to multiple District buildings in compliance with District driving policy.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

**Physical Requirements** – The physical demands described below 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 essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.