



Math Interventionist

Qualifications:

1. A valid Illinois Teaching Certificate
2. Must be highly qualified for the subject area in which they are certified to teach
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Reports To: Building Principal

Areas of Responsibility: The responsibilities of the math interventionist in the performance of his/her job are divided between two basic components of school organization. Certain parts of the job are related to the operational management of the school for administrative purposes, and other parts of the teacher's job are related to instructional responsibilities and opportunities within the school. The following areas listed encompass the teacher's responsibilities and duties to the District and its educational program.

I. School Policies and Procedures

- A. Be familiar with and comply with School Board Policies.
- B. Be familiar with and comply with school procedures
- C. Be familiar with and comply with building procedures as outlined by the building principal.

II. Instructional Effectiveness and Skills

- A. Show evidence of daily and long term planning. Use diverse and effective teaching materials and remain flexible to change for a spontaneous learning situation. Show evidence of preparedness for substitute teachers.
- B. Maintain command of subject material and learning process. Keep abreast of educational change.
- C. Use effective, discerning, and varying teaching methods. Use instructional techniques to motivate students in a positive way.
- D. Give attention to individual pupils by adopting instruction to pupil's ability level and make necessary adjustments to meet individual interests and needs.
- E. Practice sound classroom management. Handle discipline problems effectively and consistently. Maintain proper attitude and order in the classroom. Be consistent in student-teacher relationships. Promote self-discipline in pupils. Understand cause of behavioral problems and use good judgment in handling problems.
- F. Recognize and refer students needing special services. Use special services (both District staff and SEDOL) as needed and follow up on students receiving special services.
- G. Make good use of instructional materials and audio-visual devices available in school.
- H. Help students achieve realistic goals by adapting standards to ability level of pupils. Use grading and evaluation procedures consistent with the standards and policies of the District. Evaluate students consistently and in a positive manner.

III. Learning Environment

- A. Create a classroom setting that is an interesting, stimulating place for pupils to work and appropriate to their maturity and interests. Maintain physical arrangement of the classroom for effective learning and control situations.
- B. Provide organization and effective direction of pupil activities. Exhibit enthusiasm and gain the attention of the class in teaching situations.

IV. Professional Relationships

- A. Show concern for welfare of colleagues. Work cooperatively with other members of staff. Participate in school related activities. Show mature and ethical responsibility in all interactions. Respond positively to suggestions for improvement from the administration.
- B. Maintain kindness, consideration, helpfulness, and fairness to pupils.
- C. Exhibit an affable manner when dealing with parents or community citizens. Maintain active communications with parents using tact and sensitivity.
- D. Handle school information regarding students in a professional manner. Relate concerns over school philosophy and procedures through appropriate channels.

V. Personal Attributes

- A. Set an example for students in grooming, general appearance, and personal characteristics. Use voice effectively, articulate, and use correct English. Exhibit interest and enthusiasm about work and be reliable and punctual.
- B. Give evidence of good physical health and health habits.
- C. Maintain good mental health including emotional stability, self-control, and meet everyday problems with a positive attitude.
- D. Show good social adjustment by exhibiting discretion, courtesy, tact, poise, and warmth in human relations. Be cooperative, have a sense of humor, and practice ethical conduct.

VI. The math interventionist will provide instructional services to the students and school in a variety of program formats contingent upon the individual needs of the student(s) and the most appropriate intervention strategies.

VII. The math interventionist will be assigned the other percent of their District full-time teaching time to also provide instruction in other areas if they do not have a full case load.

VIII. Other – The math interventionist shall perform other such tasks as may be assigned from time to time by the Principal and/or Superintendent.

Terms of Employment:

Salary to be established by the Board on an annual basis
180-day teacher attendance work year

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy.