



# RIALTO UNIFIED SCHOOL DISTRICT

## Intervention Strategist Job Description

### DEFINITION

Under the supervision and direction of the site administrator, the Intervention Strategist is responsible for providing instructional support, job embedded and ongoing professional development with site teachers and administrators both in the areas of ELA/ELD and Mathematics. The site strategist will facilitate their learning, with regard to specific strategies determined by the Educational Services Department and Principals. The site strategist helps teachers develop and enhance their instructional practices, builds capacity within the site, assists with the implementation of Response to Intervention and assists in the development of PLCs, to promote increased academic achievement for all students.

### ESSENTIAL DUTIES

- Assists in the development and delivery of professional development at the site or district level to improve teachers' understanding of curriculum expectations and instructional strategies, thereby strengthening initial instruction.
- Works with site teachers (in teams or individually) to refine their knowledge and skills. This may include: in-class coaching, modeling instructional strategies, co-planning/co-teaching, lesson study, guiding teachers in looking at student work, developing lesson plans with teachers based on student needs and assessments, supporting the integration of ELD and literacy standards, differentiation of instruction, supporting data analysis and supporting the integration of technology
- Assists with the implementation of Response to Intervention, including working directly with students
- Assists with site level Professional Learning Communities.
- Develops a high level of trust and rapport with teachers in order to be an effective catalyst in their professional growth.
- Works collaboratively with district lead strategists, Principals, Lead Agents of Elementary Instruction, Professional Development, and EL Programs, to ensure continuity throughout the district's elementary instructional programs.
- Acquires knowledge of research-based instructional strategies and pedagogies, particularly those within the District's focus.
- Assists teachers in developing formative assessment tools to effectively monitor their student's learning and to direct their teaching.
- Assists teachers in accessing and utilizing formative and summative assessment data to inform instruction.
- Guides and supports teachers to ensure their instruction is aligned to District expectancies, pacing guides, Common Core State Standards and ELD standards.
- Assists with workshops for parents and staff.
- Maintains a monthly activity log, which is submitted at the end of each month to site administration and to the Lead Agents of Professional Development and EL Programs.
- Performs other duties as assigned.

### QUALIFICATIONS

**Knowledge of:** the California Common Core ELA Standards, the California ELD Standards and strategies outlined in the 2014 ELA/ELD Framework, data-driven instructional decision making; knowledge of research based, effective instructional strategies for students and adult learners, Response to Intervention model, effective instructional strategies for English Learners, differentiation of instruction and assessment for English Learners and second language acquisition theory.

**Ability to:** communicate and interact effectively with students, teachers, parents, colleagues, and community leaders; teach students for demonstration purposes; model the adage of "life-long learner"; coach peers in a non-evaluative manner; ability to organize programs and manage time effectively; present materials/methods in a training environment; use instructional technology tools and materials.

### Experience and Education:

- Possession of a valid California Clear Multiple-Subject Teaching Credential;
- EL Authorization or equivalent;
- Four years of teaching experience

### PHYSICAL DEMANDS

#### Physical class:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

**Work area requirements:**

District offices, regular classrooms, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse campuses and sites of 10 to 40 acres which would include asphalt, grass on playgrounds and dirt.

**Physical requirements:**

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours	Frequently/Medium - 3 to 6 hours	Constantly/High - 6 to 8 hours plus
Stooping: Occasionally	Standing: Occasionally	
Bending: Frequently	Kneeling: Occasionally	
Lifting: Frequently	Sitting: Occasionally	
Reaching: Frequently	*Driving: Occasionally	
Handling: Frequently	Walking: Frequently	
Grasping: Frequently	Push/Pull: Occasionally	
Fingering: Frequently	Carrying: Frequently	

***\*Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

**Frequent motion:**

Keyboarding: Occasionally	Reaching to shoulder level: Occasionally
Twisting: Frequently	Forward should/neck flexion: Frequently
Wrist flexion: Frequently	Reaching above should level: Occasionally
Elbow flexion/extension: Frequently	Reaching below shoulder level: Frequently

**Sensory requirements:**

Ability to see: Constantly
Ability to hear: Constantly
Ability to talk: Constantly
Ability to smell: Constantly
Ability to touch: Constantly

**Must be able to deal with these environmental considerations:**

Heat: Yes	Odor: Yes
Noise: Yes	Humidity: Yes
Moisture: Yes	Fluorescent lights: Yes
Working inside: 95% of the day	Floor may be slippery at times: Yes
Working outside: 5% of the day	Working in close quarters with others: Yes

**This job requires:**

Alertness: Constantly	
Attention to detail: Constantly	
The use of two hands: Constantly	
Recall of names and dates: Yes	
Ability to work in temperatures down to 40 degrees and up to 110 degrees.	

**Ability to deal with psychological factors:**

Team work: Yes
Frustration: Medium
Repetitive Tasks: Yes - High
Level of responsibility: High
Must keep up with schedule: High
Flexible: Yes
Able to work overtime as needed: Yes
Dealing with angry teachers, students and parents: Medium

**Physiologic factors:**

Have a high level of consciousness: Yes
Orientation to time, place or person: Yes
Ability to read at 12 <sup>th</sup> grade level: Yes
Ability to comprehend and follow directions: Yes
Able to keep up a high activity level during the shift: Yes