

RUMSON SCHOOL DISTRICT
Rumson, New Jersey

TITLE: **TITLE I COACH/INTERVENTION TEACHER**

QUALIFICATIONS:

1. Valid New Jersey Instructional Certificate and Elementary Education/ Elementary School with Subject Matter Specialization Endorsement or eligibility, or alternative route certification, in accordance with State law and regulations.
2. Demonstrated knowledge of effective teaching methods and developmentally appropriate classroom activities
3. Demonstrated knowledge of best instructional practices and research based intervention practices delivered in a Multi-Tiered System of Support (MTSS)
4. Skilled in data analysis to drive instruction for at risk students.
5. Ability to maintain a positive learning environment
6. Strong interpersonal and communication skills
7. Required criminal history background check and proof of U.S. citizenship or legal resident alien status
8. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment

REPORTS TO: Principal, Supervisor of Curriculum, Instruction & Assessments

SUPERVISES: Pupils, and when assigned, student teachers and classroom aides

JOB GOAL:

1. To analyze assessment data and provide push-in and pull-out research-based interventions to Title I students that are currently below grade level based on the analysis of district and/or state assessment instruments
2. To support the district's instructional program by assessing the academic deficiencies of the students, planning remediation in reading, or mathematics, and providing instruction to Title I students in order to remedy those deficiencies;
3. Organizing and hosting Title I parent meetings focused on topics resulting from parent needs survey.
4. To help pupils develop skills, attitudes and knowledge needed to provide a good foundation for continued education; and
5. Collaborate with classroom teachers, building administrator, and parents in data analysis and when designing the MTSS interventions for Title I students.
6. To maintain good relationships with parents and other staff members.

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PERFORMANCE RESPONSIBILITIES:

Assessment/Evaluation

1. Gather, organize, and interpret assessment data on Title I identified students
2. Identifies students with substantial academic deficiencies by evaluation of available test and observational data, by consultation with staff members, and by recommendations made by other personnel.
3. Disaggregating classroom data from district and state assessments in preparation for assisting staff to use this data to drive instructional practices for at risk students.
4. Uses appropriate standardized test instruments, informal diagnostic tasks, and observations to assess the academic strengths and weaknesses of students referred for services.
5. Assesses, on a regular basis, the extent to which students have acquired the objectives set for them.

Develops lesson plans and learning activities

1. Utilize best practice instructional strategies and research-based intervention curriculum materials to meet the learning needs of identified Title I students
2. Develops instructional goals and specific instructional objectives for each student selected for remedial teaching.
3. Selects appropriate instructional materials and media to achieve the goals and objectives specified for each student under his or her care.
4. Works to achieve state curriculum standards and district educational goals and objectives by promoting active learning using board-adopted curriculum and other appropriate learning activities.
5. Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil. Prepares for instructional periods and shows evidence of preparation upon request of administrative and supervisory staff.
6. In cooperation with the building principal and supervisor, properly groups students for remedial instruction after consideration of the learning style and level of academic functioning of each student.
7. Sets specific objectives wherever possible in lesson preparation and lesson plans and carries through presentation to effectively achieve these objectives.
8. Plans class activities and lesson presentations that are age-appropriate for the student or group of students, and that meet the individual needs, interests and ability levels of all pupils.

Instruction and pupil contact

1. Analyze existing student achievement data and administer student assessment and progress monitoring instruments as needed to aid in progress monitoring of Title I students.
2. Monitors pupil academic progress and personal growth toward stated objectives of instruction.
3. Maintains records of pupil's educational progress in class record books and/or board approved forms and summarizes these marks for reporting purposes.
4. Identifies pupil needs and provides instruction appropriate to those needs.
5. Establishes and maintains standards of pupil behavior needed to achieve a classroom climate conducive to learning.
6. Budgets class time effectively.
7. Uses instructional technology proficiently in order to achieve specific goals and objectives set for students.
8. Devises written and oral assignments and tests that require analytical and critical thinking as well as the reproduction of facts.

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Contact with parents and community

1. Communicates with parents through conferences and other means to inform them about the school program and to discuss pupil progress.
2. Makes effective use of community resources to enhance the instructional program.
3. Organizing and hosting Title I parent meetings focused on topics resulting from parent needs survey.

Professional contacts and activities

1. Model the use of intervention strategies for Title I students, through their use in the classroom to general education staff
2. Provides training to staff in data analysis and strategies to use in order to reach at risk students.
3. Cooperates with other professional staff members in assessing and resolving learning problems.
4. Maintains professional competence and continuous improvement through in-service education and other professional growth activities.
5. Participates in school-level planning, faculty meetings/committees and other school system groups.

Other

1. Upholds and enforces school rules, administrative regulations and board policy.
2. Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities.
3. Performs other duties within the scope of his/her employment and certification as may be assigned.

TERMS OF

EMPLOYMENT:

This is a grant funded position for the 2017-2018 school year. Work year and salary to be determined by the CBA.

ANNUAL EVALUATION

Performance of this job will be evaluated annually in accordance with New Jersey State law and the provisions of the board's policy on evaluation of certified staff.

Approved:

LEGAL REFERENCES:

<u>N.J.S.A.</u> 7F	Comprehensive Educational Improvement and Financing Act
<u>N.J.S.A.</u> 18A:6-7.1	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A.</u> 18A:6-10	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
<u>N.J.S.A.</u> 18A:25-2	Authority over pupils
<u>N.J.S.A.</u> 18A:25-4	School register; keeping
<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
<u>N.J.S.A.</u> 18A:26-1.1	Residence requirement prohibited

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<u>N.J.S.A.</u> 18A:26-2	Certificates required; exception
<u>N.J.S.A.</u> 18A:27	Employment and contracts
<u>N.J.S.A.</u> 18A:28-3	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
<u>N.J.S.A.</u> 18A:28-8	Notice of intention to resign required
<u>N.J.S.A.</u> 18A:37	Discipline of pupils
<u>N.J.A.C.</u> 6A:7	Managing for equality and equity in education
<u>N.J.A.C.</u> 6A:8	Standards and assessment
<u>N.J.A.C.</u> 6A:9	Professional licensure and standards
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:9-3.3	Professional standards for teachers
<u>N.J.A.C.</u> 6A:9B	State board of examiners and certification
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:9B-5	General certification policies
<u>N.J.A.C.</u> 6A:9B-8	Requirements for instructional certificate
<u>N.J.A.C.</u> 6A:9B-10.1	Preschool through grade three certification requirements
<u>N.J.A.C.</u> 6A:9B-10.11	Elementary school with subject matter specialization
<u>N.J.A.C.</u> 6A:9C-3	Required professional development for teachers and school leaders
<u>N.J.A.C.</u> 6A:10	Educator effectiveness
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:10-2.1 <u>et seq.</u>	Evaluation of teaching staff members
<u>N.J.A.C.</u> 6A:10-4.1 <u>et seq.</u>	Components of teacher evaluation
<u>N.J.A.C.</u> 6A:16	Programs to support student development
<u>N.J.A.C.</u> 6A:32	School district operations
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-4	Employment of teaching staff
<u>N.J.A.C.</u> 6A:32-5.1	Standards for determining seniority
<u>N.J.A.C.</u> 6A:32-6	School employee physical examinations
<u>N.J.A.C.</u> 6A:32-7	Student records
<u>N.J.A.C.</u> 6A:32-8	Attendance and pupil accounting

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C.A. 6301 et. seq.