**READ 180/SYSTEM 44 INTERVENTION TEACHER K-12**

**CLASSIFICATION:** CERTIFICATED  
**WORK YEAR:** 10M/182D/7H  
**LOCATION:** SCHOOL SITES  
**SALARY SCHEDULE:** OO4  
(Placement Depend. upon Expr. & Educ.)

**SUPERVISION RECEIVED:** SITE PRINCIPAL or as assigned

**SUPERVISION EXERCISED:** N/A

**A. General Description of Position Goals:**

The intervention teacher implements the adopted Read 180/System 44 reading and language arts program as designed; participates in planning with district personnel, parents and students for individual student assistance; ensures the completion of projects; and complies with the terms and conditions of established program policies and procedures for students.

**B. Essential Job Functions**

1. Administers a variety of Read 180/System 44 specific tasks (e.g. Lexile Reading Test, developmental testing programs, subject specific assessments, etc.) for the purpose of identifying needs, assessing student development and/or developing individual learning plans.
2. Advises parents and/or guardians of student progress for the purpose of supporting core teacher’s expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.
3. Assesses individual student’s (e.g. progress, expectations, goals, etc.) for the purpose of providing feedback to core teacher, students, parents and administration.
4. Collaborates with a variety of parties (e.g. instructional staff, other school personnel, parents, students, outside agencies, etc.) for the purpose of improving the quality of student outcomes, developing solutions, achieving established program objectives and/or planning curriculum, and assigning grades.
5. Counsels students, parents and/or guardians for the purpose of improving student performance and/or providing support to guardians.
6. Provides intensive reading/language arts interventions to students not achieving language arts standards in a classroom setting.
7. Instruct students by following the scripted program for the purpose of improving their success in reading academics through the defined course of study.
8. Maintains Read 180/System 44 program components (e.g. setting up equipment, preparing appropriate materials for presentations, files and records, etc.) for the purpose of providing information, direction, and/or documentation of meetings and events.
9. Manages Read 180/System 44 program components (e.g. classroom set-up, organization of Read 180/System 44 library, videos, prepares alternative plans for days with connectivity challenges etc.) for the purpose of providing a safe and optimal learning environment.
10. Participates in a variety of meetings, trainings, in-services, conferences, IEP’s for the purpose of conveying and/or gathering information required to meet student academic needs and perform functions.

11. Assists in the screening process/initial assessment to identify students for participation in the Read 180/System 44 program.

12. Establishes and maintains standards of pupil behavior to achieve a functional learning atmosphere in the classroom.

13. Adheres to the CVUSD Acceptable Use Policy (AUP) and Responsible Use Agreement

C. Other Job Duties and Responsibilities

1. Performs other related duties as assigned and directed.

D. Job Requirements/Qualifications

1. Experience: A minimum of three (3) years successful classroom teaching

2. Education: Bachelor of Arts/Science Degree from an accredited institution of higher learning; Official Transcripts. Master’s Degree desirable.

3. Credential: Possession of a valid California Multiple Subject Teaching Credential for positions assigned to grades K-8. Possession of a valid California English Teaching Credential for positions assigned to grades 7-12.

4. Other Licenses, Certifications, Bonding, and/or Testing:
   - English Learner Development Certificate
   - Compliance with No Child Left Behind Requirements (Original Documents)
   - Department of Homeland Security I-9 Form completion
   - TB Test Clearance
   - Criminal Justice Fingerprint Clearance

5. Knowledge of:
   - Methods of integrating technology into the classroom and into the curriculum
   - Relevant educational research
   - Trends in education programs including Common Core and Smarter Balanced Assessments
   - Diagnostic and troubleshooting skills regarding technology
   - Curriculum design and remedial instructional techniques and strategies
   - Interpersonal skills using tact, patience and courtesy
   - Literacy and stages of reading development
   - Positive classroom environment, ability to build rapport with students and engage students

6. Ability to:
   - Model effective use of current instructional technology
   - Work effectively in a multi-ethnic setting
   - Work independently and in a team setting
• Communicate effectively with individuals from varied educational and cultural backgrounds
• Establish and maintain cooperative working relationships with others
• Be flexible, use mature judgment, tact and decisiveness
• Maintain records
• Collect, analyze and use data to inform instruction
• Prioritize, organize and problem solve
• Be flexible
• Meet schedules and deadlines
• Exercise confidentiality
• Speak, read and effectively communicate in Spanish, preferred

E. Working Conditions

Environment
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

• Classroom environment at school site
• Usual work in low to moderate noise level
• Subject to frequent interruptions during work day

Physical Abilities
The physical demands described here 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 the essential functions.

Constant: mobility
Constant: use of voice in face to face speaking and with a telephone
Constant: use of close and distant vision, color vision, peripheral vision, depth perception and the ability to focus
Constant: hearing acuity for conversations and other sounds
Frequent: sitting, standing, walking, twisting, stooping or bending over to student level
Frequent: handling, grasping and feeling objects; repetitive use of dominant hand; fine dexterity with both hands; gross muscle use of arms and legs
Frequent: coordination of vision, hearing, fine and gross motor abilities to drive an automobile
Occasional: crawling, climbing reaching overhead-above the shoulders and horizontally, crouching, kneeling, balancing
Occasional: pushing or pulling, lifting or carrying, individually or with assistance 10 to 25 lbs.

Hazards
The hazards described here are representative of those that may be encountered in the performance of the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Constant: work with electrical and/or battery operated equipment, learning tools
Extended: viewing of a computer monitor, iPad, Smart Phone or similar devices
Occasional: work at school sites in close proximity to young people who may have communicable illnesses
Occasional: exposure to stairs, ramps or uneven ground
Occasional: exposure to dusts
Seldom: contact with toxic substances/materials
Seldom: contact with distraught or abusive individuals