Eastpointe Community Schools
Title I Interventionist (193)

JOB POSTING

Job Details
Title: Title I Interventionist
Posting ID: 193

Job Title: Title I Interventionist

School: Bellview Elementary

Position Description: Title I Interventionist
Under the direction of the building principal, the Title I Interventionist will provide appropriate interventions to identified students work with Professional Learning Communities, grade level teams and individual teachers. The school interventionist's primary purpose is to improve academic achievement and behavior of all students. Interventionists will provide leadership to classroom teachers in implementing intervention initiatives. They will also plan, implement, and assess intervention services to ensure fidelity.

Minimum Job Qualifications:
- Bachelor's Degree in Education or related field
- 3-5 Years classroom or intervention teaching experience
- Michigan Teacher Certification - highly qualified in subject area for level
- Preference given to those with ESL Certification, Master’s Degree in Education or Social Work, and/or Behavior Specialist

Our Title I Interventionist will skillfully demonstrate:
- Strong desire and ability to achieve outstanding student achievement results in a short amount of time
- Schedule monthly data meetings with teachers and grade level teams to review literacy and math data
- Support and guide teachers in decisions to impact student achievement
- Willingness to leverage the student support network to ensure that students’ social, emotional, nutritional and health needs are addressed
- Ability to motivate students and influence their behaviors
- Capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning
- Collaborative creation and execution of clear, logical instructional plans that produce strong results in student learning with classroom teachers
- Commitment to coordinate instruction within and across grade levels to support learning of at risk students
- Aptitude to discuss subject specific content instruction and encourage teachers to try out new ideas to improve student learning
- Capacity to align curriculum, instruction, and assessments while responding to the individual needs of students
- Competence to collect and analyze data to inform instructional decisions
- Design and utilization of formative assessments to modify and adjust instruction on a daily basis in collaboration with classroom and grade level teachers
- Implementation of a tiered system of instruction (Tier 2 and Tier 3) with pull out and push in interventions to meet the needs of all students assigned intervention
- Provide interventions to students or direct Title I Paraprofessionals to provide Tier 3 interventions to students. Monitor Paraprofessional implementation of interventions.
- Development of organized routines, communicate clear expectations, and grow a positive school culture
- Building a professional environment that is one of mutual respect, teamwork, and accountability
- Ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never ending quest to deliver the vision of high quality subject-specific
A Title I Interventionist has the confidence to lead and possesses the following competencies:

- Prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change
- Achieve results by taking initiative and reflecting and acting on lessons learned
- Maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead for increased student growth and efficient instruction for at risk students
- Commit to the relentless pursuit of increasing student learning for at risk students
- Skillfully challenging the status quo by thinking analytically and conceptually, as well as problem-solving as it pertains to at-risk students

A note regarding Title I Programs

While all students attending the Title I schoolwide program school are eligible to participate in all aspects of the school wide program, the federal statute requires schools to particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards. In order to know how best to address the needs of these students, the school by necessity needs to know which children have special needs. Also, in order to appropriately disaggregate data on the state assessment (M-Step/MME) and to measure adequate yearly progress (AYP), school must further identify children by gender, ethnicity, and by their status as economically disadvantaged, disabled, and/or limited-English proficient.

Grant funded program services supplement and support but do not supplant or replace the general education program of the school district.

Selection Committee
Evaluated By: Supervising Administrator
Salary Data: As per Negotiated Agreement EFE

More Information about Eastpointe Community Schools: [www.eastpointeschools.org](http://www.eastpointeschools.org)

Interested candidates should apply through TalentEd at: [https://eastpointeschools.tedk12.com/hire/index.aspx](https://eastpointeschools.tedk12.com/hire/index.aspx)

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<th>Shift Type</th>
<th>Full-Time</th>
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<tbody>
<tr>
<td>Salary Range</td>
<td>$30,300.00 - $44,884.00 / Per Year</td>
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<tr>
<td>Location</td>
<td>BELLVIEW ELEMENTARY</td>
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Applications Accepted

Start Date 08/17/2020
End Date 09/17/2020