

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM**  
**CLARKSVILLE, TENNESSEE**  
**JOB DESCRIPTION**

**Job Title:** Academic Interventionist (Title Funded)

**Department:** Instruction and Curriculum

**Date Reviewed:** June 2021

**Reports To:** Principal

**Grade:** Teacher Schedule, 10 month/200 day

**Purpose of Job**

The interventionist will be responsible for supporting the implementation of high quality research-based instructional strategies aligned to student skill deficits. The interventionist will support the development of intervention plans based on student assessment data and support schools in collecting and analyzing data to determine appropriate plans for individual students. The interventionist will work with designated school staff to design and model specific strategies using researched-based instructional practices to facilitate tiered levels of support.

**Essential Duties and Responsibilities**

**The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.**

Responsible for developing and implementing universal screening and progress monitoring schedules based on district screening windows, with emphasis on ensuring fidelity to and monitoring of the screening process.

Assist with training new staff on universal screening and progress monitoring administration, as well as the overall data chat structure.

Responsible for training, selection, and interpretation of diagnostic measures to identify specific skill need of groups of, and individual students.

Assist in collection and analyzation of universal screening and diagnostic measures to support provision of data-informed interventions. This includes co-facilitation of data chats, assistance with progress monitoring, and planning for intervention.

Support teachers in planning and using best practice instructional strategies in literacy and mathematics aligned to research-based curriculum materials to meet the needs of all learners.

Highly skilled at bridging science to practice to support design and implementation of effective, intensive, explicit, systematic, cumulative, multisensory, and student-aligned intervention strategies.

Model blended instruction and assessment best practices for teachers and share exemplar lesson plans with school staff.

Provide actionable feedback to support work of interventionists through use of direct fidelity check observations and follow-up to assure skills are implemented in intervention. This includes reviewing and providing feedback on intervention lesson plans.

Curate resources to build capacity of instruction teams in delivering explicit, direct instruction that is intensive, aligned to student needs, and responsive to shifts in the skill progression.

Facilitate collaboration with school teams and families (min of 1x/month) to support the development of intervention, and individual learning plans.

Work closely and collaborate with Curriculum Consulting Teachers, district EL team, and Directors of Curriculum and Instruction to support interventions and monitoring.

Participate in district PLCs and redeliver this information to school teams to ensure consistency of district implementation and use of high quality materials, including both content text and manipulatives.

Maintain district documentation of fidelity forms and district intervention participation spreadsheets.

Participate in professional development to deepen content knowledge and share this information with school teams through engaging and interactive professional learning sessions.

Defer to expertise and make referrals to other professional staff members, as necessary.

**Additional Job Functions:**

Performs other duties as required.

**Evaluation:**

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

**Minimum Training and Experience Required to Perform Essential Job Functions:**

- A Bachelor's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Successful teaching experience preferred.

**KNOWLEDGE OF JOB**

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS****PHYSICAL REQUIREMENTS:**

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

**DATA CONCEPTION:**

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**INTERPERSONAL COMMUNICATION:** Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

**LANGUAGE ABILITY:**

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

**INTELLIGENCE:**

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

**VERBAL APTITUDE:**

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

**NUMERICAL APTITUDE:**

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

**FORM/SPATIAL APTITUDE:**

Requires the ability to inspect items for proper length, width and shape visually.

**MOTOR COORDINATION:**

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

**MANUAL DEXTERITY:**

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

**COLOR DISCRIMINATION:**

Requires the ability to differentiate colors and shades of color.

**INTERPERSONAL TEMPERAMENT:**

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

**PHYSICAL COMMUNICATION:**

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

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**Employee's Signature**

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**Supervisor's Signature**

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**Employee's Munis Number**

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**Date**

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**Date**