

E3 Intervention Lead Teacher

PRIMARY FUNCTION:

The role of the E3 Intervention Lead Teacher is to provide students with daily, in-class supports aimed at improving academics, attendance, and social/emotional well-being. The E3 Lead Teacher oversees the program's components, including evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff professional development and collaboration, and parent support.

In collaboration with the Tier 3 Intervention Team (Dean, Counselor, Crisis Intervention Coordinator, and E3 Classroom Teachers), The E3 Lead Teacher ensures the instructional program meets the needs of students for whom Tier 1 and Tier 2 Interventions have proven unsuccessful.

ROLES AND RESPONSIBILITIES:

- Participate in Student Success Team meetings to assist student placement and coordination of intervention services and E3 student accommodations.
- Create a supportive and inclusive classroom that is conducive to learning and is appropriate to the maturity and interests of Tier 3 students.
- Provide students with intervention support daily through team teaching, behavior modification, emotional monitoring, and academic support.
- Help E3 teachers develop and implement classroom-based, developmentally appropriate interventions for individual students and groups of students to enhance their acquisition of social/emotional and cognitive skills
- Develop and train students using Restorative Approach techniques to maintain a safe, engaging, and inviting classroom environment.
- Assess students' accomplishments in various ways regularly and provide updates as required.
- Develop and communicate individualized "Student Success Plans" with T3 Intervention Team (E3 Teachers, Counselor, Assigned Admin,) students, and parents.
- Collaborate and Co-teach with E3 Teachers to monitor, support, and implement Tier 3.
- Plan, implement, monitor, and assess coursework and activities aimed at helping E3 students overcome struggles with attendance, behavior, and academics
- Identify pupil needs and cooperate with other professional staff members in assessing and helping pupils solve health, emotional, social, and learning problems.
- Assess student progress; communicate student progress to parents at each grading period and in case of unsatisfactory work or other instructional issues.
- Maintain records regarding students per site and District policy; prepare reports regarding students and classroom matters as directed.
- Evaluate and measure the effectiveness of specific RTI strategies and interventions to refine Tier 2 and 3 levels of support.
- Develop and use instructional and behavioral support tools effectively
- Facilitate the management and interpretation of data necessary to develop, implement and evaluate Tier 3 interventions

DESIGNATED AUTHORITY

School Site Principal and /or Designee is the primary supervisor and evaluator.

CREDENTIAL(S)

- Three years of successful classroom teaching experience and exemplary evaluations.
- Possess a valid California Single-Subject clear credential in any subject area.
- CLAD or BCLAD certification.
- Demonstrate success in differentiated instruction to meet the needs of students with challenging academic barriers, social-emotional stability, attendance, and school engagement.
- Collaboration with teachers, site administration, and active participation in professional development supporting the learning outcomes towards building the program's capacity.

RECOMMENDED EXPERIENCE

- Experience as a teacher leader that collaborates with other teachers and outside services.
- Ability to mentor and monitor students' academic growth and social-emotional needs.
- Willingness to have students experience and expose students to a variety of college and career opportunities.
- Ability to oversee the program's components, including evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff professional development and collaboration, and parent support.