
JOB DESCRIPTION: INTERVENTION INSTRUCTOR, TITLE 1

DEPARTMENT:	Instruction-FLVS FT	REPORTS TO:	Principal or Assistance Principal
JOB CLASS:	Instructor – 12 Month	PAY GRADE:	Instructor – 12 Month
EXEMPT STATUS:	Exempt	DATE:	12/10/13

Our Mission is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

POSITION GENERAL SUMMARY:

The Intervention Instructor, Title 1 is responsible for the successful implementation and ongoing, continual academic improvement of students in the FLVS FT Program. The Intervention Instructor, Title 1 works directly with students, communicates academic progress to FLVS Staff and parents, and analyzes data to determine an academic plan for the student. The Intervention Instructor, Title 1 provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. The Intervention Instructor, Title 1 organizes an instructional plan that results in students achieving academic success in accordance with FLVS and state/federal policies and laws and maintains current knowledge of state and federal requirements in serving Title 1 Schools. This position is funded directly by Title 1, Part A, supporting Title 1 School.

ESSENTIAL POSITION FUNCTIONS:

- Plan, prepare, and implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences
- Supervise student participation in intervention tools for courses where performance is lacking
- Communicate directly with families regarding progress and participation
- Analyze student performance data to determine which students need additional one-on-one support
- Identify, select, create and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs
- Assist with the assessment of changing curricular needs
- Maintain effective and efficient record keeping procedures
- Provide a positive environment in which students are encouraged to be actively engaged in the learning process
- Communicate with students, parents, and internal and external professionals within established timelines
- Collaborate with peers to enhance the instructional environment for students by participating in activities which include, but are not limited to, team teaching, meetings, staff development, communities of practice, and various committees
- Model professional and ethical standards when dealing with students, parents, peers, and community members
- Ensure that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification
- Establish and maintain cooperative working relationships with students, parents, schools, and colleagues measured by FLVS district/school survey results

- Meet specific course and school-wide student performance goals
- Demonstrate gains in student performance
- Participate in research and presentations about online teaching; this may include activities such as, authoring articles, hosting workshops, sharing of information for professional growth, and student outreach events and activities
- May be responsible for instructional tutoring
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- All work responsibilities are subject to having performance goals and/or targets established

(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job related duties as required.)

MINIMUM REQUIREMENTS:

Education/Licensure/Certification:

- Bachelor's Degree
- Master' Degree, preferred
- Valid Florida Professional Teaching Certificate in content area
- Endorsements as required by Florida Department of Education

Experience:

- Three years' successful teaching experience

Knowledge, abilities and skills:

- Operational knowledge of the Internet and Web-related technologies
- Possess strong verbal and written communication skills
- Demonstrated ability in teaching low performing students
- Knowledge of math and/or reading strategies and intervention tools
- Work independently with little direct supervision
- Demonstrated ability to collaborate on group projects and work as part of a team
- Must be responsible, accountable and self-motivated
- Demonstrated strong work ethic to achieve school goals
- Display effective prioritizing, organizing, and time-management skills; ability to meet aggressive deadlines
- Ability to learn and apply all required and recommended FLVS computer applications to create efficiency and consistency in internal workflows and instructional practices

CORE COMPETENCIES FOR SUCCESS:

COMMUNICATION SKILLS	INTERPERSONAL SKILLS
<i>Clearly and effectively conveys and/or presents information verbally; Shares ideas and perspectives and encourages others to do the same; Writes in a clear, concise, organized and convincing way for the target audience; the message has a distinct beginning, middle and end and is error-free;</i>	<i>Relates well with others; treats others with respect; Shares views in a tactful, considerate way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others in various</i>

<i>Inform others involved in a project of new developments; Disseminates information to other employees, as appropriate; effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems</i>	<i>situations or settings; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes the initiative to get to know internal and external customers; Effectively handles challenging or tension-filled situations</i>
<p>CUSTOMER FOCUS</p> <p><i>Prioritizes customers (internal and external) and their needs as primary; Develops and maintains customer relationships; builds credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in community by serving as a FLVS ambassador or volunteer</i></p>	<p>FUNCTIONAL EXPERTISE</p> <p><i>Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise; Approaches problems resourcefully and creatively; actively pursues information related to problems; effectively generates solutions in a timely manner; Embraces and utilizes new technologies; Produces high quality work in organized and timely fashion; Manages time and priorities effectively</i></p>

INDIVIDUAL CONTRIBUTOR COMPETENCIES FOR SUCCESS:

<p>PEER RELATIONSHIPS</p> <p><i>Finds common ground and solves problems for the good of all; Can represent his/her own interests and yet be fair to other groups; Solves problems with peers with minimal “noise”; Is seen as a team player and is cooperative; Easily gains trust and support peers; Encourages collaboration; Is candid with peers</i></p>	<p>CREATIVITY</p> <p><i>Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially “fail fast”</i></p>
<p>SELF KNOWLEDGE</p> <p><i>Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn’t defensive; Proactively seeks to understand his/her strengths and areas for growth; applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions</i></p>	<p>PLANNING</p> <p><i>Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results</i></p>
<p>ORGANIZING</p> <p><i>Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner</i></p>	<p>PROBLEM SOLVING</p> <p><i>Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn’t stop at the first answers</i></p>
<p>DRIVE FOR RESULTS</p> <p><i>Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals</i></p>	

PHYSICAL REQUIREMENTS AND ENVIRONMENTAL CONDITIONS:

- Location: Remote Office
- Frequency of travel: Occasional travel may be required to various schools as daily work locations, as well as lab visits, meetings, trainings, and conferences; assigned locations will vary, and may require overnight stays

- Light physical activities and efforts required working in an office environment

(Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.)

FLVS does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law.