

Intervention / Cross Category Resource Teacher

Sterling Montessori is seeking a full time Interventionist and Cross Category Resource Teacher who has experience working with students in K-6th grade. Candidates must have an undergraduate degree and an EC licensure is strongly encouraged. Ideal candidates have Montessori experience or a desire to learn the Montessori philosophy and method. The hours are from 8-4 and pay is on par with the Wake County pay scale along with full insurance benefits and 401-K matching. Sterling Montessori has a strong and collegial EC department which includes four full time special education teachers, a behavioral specialist, as well as related service personnel.

Purpose: Interventionist teachers, using the Montessori Method, will implement engaging instruction and adapt lessons to meet the needs of students on their intervention caseload. They will work to bridge the programming between Tier I and Tier III interventions and between the general education and the exceptional child setting. They will collaborate with both the Sterling EC team and the Sterling general education team (of the grade level assigned) to offer meaningful and effective push in and pull out services.

Essential Functions

- Ensure safety of students
- Implement MTSS, 504, or IEP learning objectives through classroom activities including small group, individual and large group lessons
- Develop and implement behavior management plans for students as needed
- Maintain a safe environment for all students using crisis intervention techniques if warranted
- Maintain a classroom conducive to learning and free of health and safety hazards
- Develop schedules and lesson plans for classroom day allowing for a variety of activities and special events appropriate for student with specialized intervention goals
- Communicate progress through speech and writing, to parents and other school personnel in compliance with state and program policies and procedures
- Conduct preliminary and ongoing evaluations of student levels and needs through formal and informal means
- Elicit input from parents, caseworkers, and others involved in student program development
- Design appropriate goals and objectives for student based on evaluations and staff and parent input
- Adjust MTSS data collection documents as needed based on documentation of progress, or problems indicating the need for adjustment of original goals and objectives
- Work cooperatively to develop programming and evaluation through disciplinary teaming approach

- Assist in conducting MTSS or 504 parent conferences as necessary to fulfill program objectives for participation in Sterling's Intervention program
- Provide direction and training to instructor assistants and/or volunteers assigned to the classroom (when necessary and if required)
- Communicate to classroom aides information necessary for student program implementation (when necessary and if required)
- Schedule daily routine for instructor assistants assigned to the classroom
- Interact in a positive manner with staff, students and parents
- Maintain respect at all times for confidential information, e.g., student grades
- Promote good public relations by personal appearance, attitude and conversation
- Attend meetings and in-services as required
- Instruct assigned classes in the locations and at the times designated
- Identify and address inappropriate behaviors
- Adapt regular curriculum and provide alternative teaching techniques to enhance student level
- Provide classroom teachers with resource information and Tier II intervention support
- Attend work regularly and punctually
- Demonstrate a positive work ethic
- Work cooperatively with others in small groups
- Make provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Observe ethics of the teaching profession; exhibit professional behavior, emotional stability and sound judgment
- Plan and schedule inclusion of students in a regular homeroom, special homeroom activities, and other classes as needed
- Attend professional growth seminars, workshops, etc. to keep current on relevant issues
- Prepare and implement positive behavior plans
- Perform other duties that may be assigned by Director of Student Services/Building Principal/Designee

Other Duties and Responsibilities

- Attend staff, IEP, behavior management, team evaluation and curriculum meetings as necessary
- Work cooperatively with support staff to schedule time for related service evaluation and implementation
- Perform other duties as assigned by the Grade Level Director, EC Director, or Director of Student Affairs

Qualifications:

- Bachelor's degree from a four-year accredited University (required)
- Exceptional Children (EC) State License (preferred)

- AMS Montessori Trained (preferred)
- Experience working with elementary age students (preferred)
- Experience working in a Montessori Setting (preferred)

Required Knowledge, Skills and Abilities:

- Knowledge of academic area and teaching methodology
- Ability to work effectively with others
- Ability to communicate ideas and directives clearly and effectively both orally and in writing
- Effective, active listening skills
- Organizational and problem solving skills
- General computer skills
- Knowledge of IDEA, federal and state regulations, and compliance as they pertain to students with special needs
- Knowledge of public school policies and practices
- Ability to operate various office equipment
- Commitment to education

Equipment Operated:

- Smart board
- Computer
- Calculator
- Telephone
- TV/DVD player
- Office machines, e.g., copier, scanner, printer, fax
- Assistive Technology

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor, appointing authority.