

**GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION**

Job Title: Gap Intervention Specialist **Wage/Hour Status:** Exempt/Professional
Reports to: Campus Principal **Date Revised:** 10/26/17
Dept./School: Assigned Campus

Addendum to Teacher Job Description

Primary Purpose:

To work with at risk students, both individually and in groups, to close the achievement gaps between students of different ethnicities and socio-economic status.

Qualifications:

Education/Certification:

Bachelor's degree from accredited university

Master's degree preferred – experience may replace advanced degree

Valid Texas teaching certificate with required endorsements or training for subject and level assigned

Special Knowledge/Skills:

Deep knowledge of the four core content areas and research-based instructional strategies/practices
Capacity to lead content-area teaching teams for the purpose of improving instruction and student achievement

Ability to instruct students and manage their behavior

Excellent organizational, communication, and interpersonal skills

Experience:

A minimum of three years of successful experience as a classroom teacher

Major Responsibilities and Duties:

1. Review student achievement and assist with identifying students for appropriate intervention and support services.
2. Teach targeted interventions to students daily as appropriate using research-based strategies and resources.
3. Facilitate the use of DMAC to meet data driven decisions.
4. Perform other duties as assigned by the Principal.
5. No more than 20% of the time will be devoted to the following:
 - a. Coordinate and facilitate the school's intervention program
 - b. Meet regularly with content-area teams and professional learning communities (PLCs) to plan instruction that correlates with individual student's needs or as requested by classroom teachers.
 - c. In collaboration with staff, utilize student data to recommend appropriate changes in instruction, materials and strategies.
 - d. Develop and monitor a plan to ensure that at-risk students receive additional assistance.
 - e. Keep a log of time and effort of task.
6. Has regular in person attendance and complies with notification procedures for absences.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment;

Posture: Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); may lift and move text books and classroom equipment

Environment: Work inside, may work outside; regular exposure to noise

Mental Demands: Maintain emotional control under stress; work prolonged or irregular hours

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.