



UTOPIAN

ACADEMY FOR THE ARTS

ELEMENTARY SCHOOL

Elementary Early Intervention Program (EIP) Teacher

Position Overview

We are seeking a dedicated and compassionate Elementary Early Intervention Program Teacher to join our educational team. This position focuses on providing specialized instruction and support to students in kindergarten through 5th grade who require early intervention services to achieve academic and behavioral success. The successful candidate will provide supplemental, evidence-based support to small groups, targeted to the area of need, and implemented with fidelity (i.e., consistent with the way it was designed) in addition to, and different from, their general classroom instruction provided for all students.

Key Responsibilities

Instruction and Intervention

- Design and implement targeted early intervention programs for students identified through MTSS screening and progress monitoring processes
- Deliver small group and individual instruction using research-based intervention strategies in literacy, mathematics, and social-emotional learning
- Utilize data-driven decision making to select appropriate Tier 2 and Tier 3 interventions within the MTSS framework
- Adapt curriculum and instructional materials to meet diverse learning needs and styles
- Implement positive behavior intervention strategies aligned with school-wide MTSS behavioral supports

Assessment and Data Management

- Conduct regular progress monitoring assessments to track student growth and intervention effectiveness
- Collaborate with MTSS teams to analyze universal screening data and identify students needing additional support
- Maintain detailed records of student progress, intervention fidelity, and response to intervention (RTI)
- Participate in data team meetings to review student outcomes and make instructional decisions
- Prepare comprehensive reports for MTSS meetings, IEP teams, and parent conferences

Collaboration and Communication

- Work closely with general education teachers to provide consultation and co-teaching support
- Participate actively in MTSS team meetings, problem-solving teams, and intervention planning sessions

- Collaborate with school psychologists, speech-language pathologists, occupational therapists, and other specialists
- Communicate regularly with parents and families about student progress and home support strategies
- Partner with community agencies and external service providers as appropriate

Professional Development and Leadership

- Stay current with evidence-based practices in early intervention and MTSS implementation
- Participate in ongoing professional development related to intervention strategies and data analysis
- Contribute to the development and refinement of school-wide MTSS processes and procedures

Required Qualifications

Education and Certification

- Bachelor's degree in Elementary Education, Special Education, or related field
- Valid state teaching license/certification
- Training or certification in reading intervention programs (preferred)
- Knowledge of MTSS/RTI frameworks and implementation (preferred)

Experience and Skills

- Minimum 2-3 years of elementary teaching experience
- Demonstrated experience with data collection, analysis, and progress monitoring
- Proficiency in evidence-based intervention programs (e.g., Reading Recovery, Orton-Gillingham, Number Worlds)
- Strong understanding of child development and learning differences
- Experience working with diverse student populations and English language learners

Technical and Personal Competencies

- Excellent communication and interpersonal skills
- Ability to work collaboratively in a team-based environment
- Strong organizational skills and attention to detail
- Proficiency with educational technology and data management systems
- Cultural competency and sensitivity to diverse family backgrounds
- Patience, flexibility, and a positive attitude toward challenging situations

Preferred Qualifications

- Master's degree in Special Education, Reading Specialist, or related field
- Certification as a Reading Specialist or Interventionist
- Experience with specific intervention programs (Wilson Reading, Lindamood-Bell, etc.)
- Training in social-emotional learning curricula
- Experience with MTSS implementation and leadership

Working Conditions

- Full-time position during regular school hours with occasional evening meetings
- Work primarily in classroom settings with some time in resource rooms and general education classrooms
- May require lifting up to 25 pounds and prolonged standing or sitting
- Regular interaction with students, staff, and families in various settings