



**POSITION DESCRIPTION  
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> Intervention Specialist	<b>Department:</b> Teaching & Learning	<b>Bargaining Unit:</b>
<b>Immediate Supervisor:</b> Principal	<b>Comparable Worth Rank:</b>	<b>FLSA Status:</b> Exempt

**Job Summary:**

Under the direction of the Principal, the Intervention Specialist is responsible for conducting intensive student academic and behavioral interventions. Duties of the job also include serving as the school assessment coordinator for the elementary school overseeing and coordinating the implementation of district testing (i.e. MCA, MAP, AIMSweb, district surveys); and for working closely with the building principal in performing various administrative duties, projects and assignments, as needed.

**SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Conducts student academic interventions in the areas of reading and math. Provides 1:1 interventions with students to enhance their academic skills. Serves on level 3 team to determine and decide which students have the greatest need for academic interventions.
- Provides behavioral interventions as appropriate. Determines who is in most need of behavioral support by tracking behavioral referrals and student contact throughout the year.
- Serves as the school’s assessment coordinator. Oversees and coordinates all assessment and testing in the building. Coordinates all building testing including MCA, MAP, AIMSweb, etc.
- Serves as the EL data coach for the district. Meets monthly with EL teaching staff to collaborate, review data, guide instruction, and serve as an EL data coach discussing and outlining the data coaching process. Reports to the Board regarding EL data results.
- Leads committees to plan events to positively reinforce appropriate student behaviors. Discusses strategies to decrease negative behaviors in the classroom and increase time spent on academics.
- Coordinates and manages the school scholarship funds and oversees family distributions for monetary assistance and items of need.
- Monitors school-wide attendance and coordinates with the County Attorney on cases of educational neglect.
- Trains and oversees bus patrols and crossing guards to ensure student and school safety.
- Conducts student discipline and tracks all behavioral incidents. Provides individual student support, as needed.
- Performs other duties of a comparable level or type, as required.

- a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
- b) Keeps abreast of changing developments, trends, and technologies within the field.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION:</b> <b>Type of degree: (B.S., M.A., etc.)</b>	
	less than high school diploma		Bachelor’s Degree
	High school diploma or GED.		<b>Major field of study or degree emphasis:</b>
	1 year college		Education and in relevant instructional subject area(s).
		2 years college	
	3 years college	x 4 years college	
	1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of testing processes and procedures (AIMSweb, Think Central, Pearson/testing interfaces).</li> <li>• Knowledge of current trends, theories and technologies pertaining to learning and instruction.</li> <li>• Knowledge of assessment procedures and techniques, test construction, evaluation methods, learning outcomes and standards.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject/content areas.</li> <li>• Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).</li> <li>• Knowledge of district specialized software including Viewpoint and Infinite Campus applications/software.</li> </ul>
	2nd year graduate level		
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of 3 years related teaching experience.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Requires a MN driver’s license or evidence of equivalent mobility. Licensed Teacher in the State of MN.	
<b>ESSENTIAL SKILLS REQUIRED TO</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Planning and developing lesson plans consistent with approved program curriculum</li> </ul>	

<b>PERFORM THE WORK</b>	<p>and educational outcomes.</p> <ul style="list-style-type: none"> <li>• Presenting complex materials and concepts in an understandable and grade appropriate manner. Presentational skills.</li> <li>• Developing assessment tools, assessing and evaluating student performance and needs.</li> <li>• Leading group processes/discussions, utilizing a variety of instruction aids and technologies.</li> <li>• Coordinating all activities associated with standardized testing within the building.</li> <li>• Writing reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology.</li> <li>• Formulating and implementing student behavioral and academic interventions.</li> <li>• Advising and making recommendations to district administrators or committees concerning needs in testing outcomes, building site issues; behavioral or academic approaches and interventions.</li> <li>• Time management and organizational skills.</li> <li>• Communication and writing skills.</li> <li>• Compiling and presenting testing data for teacher review.</li> </ul>
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**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs				X
Walk		X			Up to 25 lbs	X			
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Sedentary Work:**

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

<b>HAZARDOUS WORKING CONDITIONS</b>	<p><b>Unusual or hazardous working conditions related to performance of duties:</b></p> <p>Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks. Dealing occasionally with angry, hostile or uncooperative individuals. Any potential hazards and risks can be minimized through departmental procedures, training and risk management techniques employed by the school district.</p>
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## SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

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**Department Head's Signature**

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**Date**

**Classification History:**

Prepared 4/2015 by BCC; Updated 6/2015

