

Job Title:	Intervention Systems Specialist
Grade Level/Terms of Employment:	Grade: 123 / Twelve-month (260 days)
FLSA Status:	Exempt
Work Location:	Academic Programs and Supports
Immediate Supervisor:	Coordinator, Academic Response to Intervention

General Description:

The Intervention Systems Specialist is responsible for developing and providing a framework for School Based Intervention Teams (SBIT) to ensure students have equitable access to high quality interventions and progress monitoring. The Intervention Systems Specialist develops and provides district and school based leadership and professional development on the implementation of the School Based Intervention Team (SBIT) portion of the district RTI framework.

Essential Duties and Responsibilities:

- Ensures that school SBITs implement the framework with fidelity and have the appropriate systems to effectively monitor documentation of interventions and progress of each student participating in Tier II and III interventions.
- Collaborates with building administrators, SBITs, general and special education teachers on current, evidenced-based assessments and programming for Tier II and Tier III interventions.
- Supports and observes schools in leading school team data reviews concerning academic progress for school-wide data on students receiving interventions and provides feedback to improve practice.
- Monitors tier II and tier III academic interventions using data provided by division level progress monitoring systems. Provides monthly progress monitoring data to division and school level administrators.
- Maintains appropriate records and follows required procedures and practices. Evaluates and assesses division-level student progress against instructional objectives.
- Performs other duties as assigned.

Qualifications:

- Postgraduate professional license with a Reading Specialist or Mathematics Specialist endorsement (or/ability to obtain Virginia licensure within 90 days.)
- At least three years experience in education, with at least three years of successful teaching experience.
- Expansive knowledge of Virginia Standards of Learning and Curriculum Frameworks. Clear knowledge of VA Educator Performance Standards.
- In depth knowledge of the School Based Intervention Team Process.
- Articulates a clear vision for a multi-disciplinary approach to SBIT meetings.
- Comprehensive knowledge of Federal Individuals with Disabilities Education Act (IDEA) laws and regulations to ensure plans and strategy are aligned with division and state guidelines.
- Clear knowledge of the Richmond Public Schools (RPS) Response to Intervention (RTI) framework.

- Demonstrates the ability to clearly establish student centered performance objectives and evaluation criteria.
- Embodies professional development and training expertise and excels in communicating with individuals and small groups.