

# Pleasanton Unified School District

## Intervention Specialist Job Description, 6-12

### Pending Board Approval

#### GENERAL DESCRIPTION

Under the direct supervision of assigned administrator, the Intervention Specialist (IS) will provide direct service to students within the Response to Instruction and Intervention (RTI<sup>2</sup>) and Multi Tiered Systems of Support (MTSS) model. The IS will also assist teachers collaboratively planning, and teaching to ensure equitable opportunities for all students. This position serves as an instructional lead around RTI<sup>2</sup>/MTSS the district's 6-12th grade staff. The IS will be trained in supporting methodology, best practices for teaching and learning, data analysis and California State Standards, as well as college and career readiness indicators. The IS will work administrators and teachers (general and special education) to facilitate a collaborative, inclusive approach to effective instruction for all students. This position requires a level of commitment that instills excellent teaching and reflective practice to and for all 6-12 staff. IS will attend monthly meetings and trainings, collaborate and work with 6-12 teachers and principals, and co-facilitate professional development opportunities for 6-12 staff in a Professional Learning Community.

#### MAJOR RESPONSIBILITIES AND ESSENTIAL DUTIES:

- Support the Response to Instruction and Intervention (RTI<sup>2</sup>) model at the site; including:
  - Data analysis, progress monitoring, and student placement to improve student learning
  - Research based best practices on sustaining effective instruction and intervention
  - Integral part of the site Instructional Leadership, SST & RTI<sup>2</sup> Teams
- Participation in site and district discussions regarding best practices in delivering effective instruction in core and intervention curriculum for all learners
- Ability to demonstrate knowledge of instructional strategies by modeling or co-teaching lessons for/with colleagues.
- Utilize and share and teach best practices for Mathematics, Science, Technology and English Language Arts instruction in classrooms that are inclusive and culturally responsive.
- Support teachers in collaborative teaching approach when addressing the needs of students with disabilities served in general education settings.
- Work closely with the Director of Secondary Education, site principal, and other Instructional Intervention Specialists to introduce instructional strategies, materials and curriculum to teachers.
- Facilitate grade level/subject specific trainings
- Collaboratively work with teachers using effective strategies to differentiate and provide access to California State Standards for struggling students, Gifted and Talented, English Learners and students with disabilities.
- Support use of assessment programs, including, but not limited to, district assessments, English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and Illuminate.
- Co-facilitate schoolwide and/or community presentations, as needed.
- Attend training, work sessions and conference as directed.

**QUALIFICATIONS:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

#### Required:

- Three (3) years of successful secondary teaching experience with a Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- Effective oral and written communication skills.
- A demonstrated record of effectiveness in teaching researched-based, 21st Century Learning strategies for all learners.
- Ability to work collaboratively with students, parents, teachers and administrators in a variety of settings
- Knowledge of integrated learning progressions, practices and content in a culturally responsive environment.
- A demonstrated record of effectiveness in modeling research-based, 21st Century Learning strategies for all learners
- Respected by colleagues and supervisors

- Valid California teaching credential

**Desired:**

- Experience in co-facilitating site or district-wide professional development
- Willingness to attend, participate, and present at the Summer Institutes
- Ability to professionally present and disseminate information to colleagues
- Ability to utilize instructional technology
- Advanced training or leadership in science, mathematics, or literacy.
- Ability to work with 6-12 staff to align California State Standards and assessments
- Training on effective supporting strategies for adult learners

**MINIMUM REQUIREMENTS**

**Knowledge of:**

- RTI<sup>2</sup>/MTSS, and Professional Learning Communities (PLC's)
- College and Career Readiness indicators
- Strong command of integrated instruction and 21st Century strategies that will support the California State Standards
- Effective implementation of differentiated instructional strategies with students at all levels of learning

**Ability to:**

- Work collaboratively with teachers in multiple subjects
- Support and engage teachers with instructional pedagogy
- Effective interaction and communication with adult learners
- Work with small groups of students

**TRAINING AND EXPERIENCE:**

- Multiple methodologies to teach in an integrated manner
- A willingness and commitment to attend regular training
- California State Standards and CAASPP
- Designated and Integrated ELD
- Professional Learning Communities principles
- Response to Intervention and/or Multi Tiered Systems of Support (MTSS)

**WORKING CONDITIONS:**

**Environment:** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Mental Demands:**

- Maintain mental capacity which allows for effective interaction and communication with others.

**Physical Abilities:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Vision (which may be corrected) to read small print, text and data and to view computer monitor; hearing and speaking to exchange information on the telephone, in person and at presentations; kneeling, bending at the waist and reaching overhead to retrieve files; standing and sitting for periods of time; mobility of arms to reach and dexterity of hands to grasp and manipulate small objects and to operate a computer keyboard; lower body mobility may not be required; work which is primarily sedentary; inside environmental conditions; use personal vehicle in the course of employment; attend periodic evening meetings and/or to travel within and out of District boundaries to attend meetings.

**LICENSES AND OTHER REQUIREMENTS:** California Multiple or Single Subject Teaching Credential

**EVALUATION:** Supervision and evaluation by assigned site administrator.

**SALARY RANGE:** See salary schedule

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.*