



JOB INFORMATION

TITLE: Elementary Intervention Specialist

EMPLOYEE GROUP: Professional **ADDITIONAL JOB CODES:** 218

SHIFT: Per Contract

TERM OF EMPLOYMENT: Per Contract

HOLIDAYS: As Per School Calendar

LOCATION(S): As Assigned

RATE OF COMPENSATION: Per Contract

FSLA: Exempt X Non-Exempt _____

Last Edited On: 10/30/2017 Board Approval Date: 11/20/2017

ORGANIZATION

DEPARTMENT: Professional **REPORTS TO:** Building Principal at Assigned Location(s)

JOB SUMMARY & QUALIFICATIONS

Through focused assessments and needs-based instruction, the role serves to provide support to identified students in subjects deemed necessary by administration.

QUALIFICATIONS

Possess an Instructional I or II certificate from The Pennsylvania Department of Education, preferably possess Reading Specialist Certification and a Master's Degree in Reading, knowledge of the Multi-Tiered System of Support (MTSS) process, knowledge in the five components of reading and the developmental stages on becoming an independent reader, knowledge of the concrete, representational, and abstract progression to teaching mathematics

SCOPE OF RESPONSIBILITIES:

- a. Instruction
- b. Assessment
- c. Data
- d. Collaboration / Communication
- e. Student Service

ESSENTIAL FUNCTIONS

INSTRUCTION

- a. Prepare and deliver instruction following the protocol for researched based intervention program;
- b. Include objective, materials, lesson number, key reminders from scripted lesson, page number(s), and individual student notes in the planning;
- c. Deliver instruction based upon students' needs;
- d. Deliver researched based intervention programs with fidelity;
- e. Prepare materials and have them ready for use;
- f. Utilize corrective feedback;
- g. Follow established time schedules for grade level interventions.

ASSESSMENT

- a. Coordinate universal benchmark assessments;
- b. Administer universal benchmark assessments;
- c. Monitor students' progress in intervention programs;
- d. Establish baselines and set targets for all students receiving interventions;
- e. Maintain a student working folder;
- f. Obtain needed documents for students identified.

DATA

- a. Triangulate data at the beginning of the year to select the bottom 20% of students;
- b. Monitor and track individual student progress;
- c. Maintain accurate, complete, and correct tracking of students' progress;
- d. Maintain database on student progress;
- e. Meet with students to review progress and goal setting;
- f. Prepare appropriate student data for six-week data meetings;
- g. Facilitate the data meeting for students on your caseload;
- h. Meet regularly with other Intervention Specialists to review student data;
- i. Maintain a student working folder;

COLLABORATION / COMMUNICATION

- a. Communicate with classroom teachers on progress of students shared;
- b. Communicate with families on intervention program, student progress, and weekly communication on ways they can support their student at home;
- c. Explain results of universal skill benchmarks to teachers;
- d. Assist teachers in analyzing results from universal skill benchmarks;
- e. Present researched based strategies and/or current research at faculty meetings at least once per marking period in coordination with the instructional coach;
- f. Plan and lead Title I events; including PAC and literacy nights.

STUDENT SERVICE

- a. Maintain a classroom environment conducive to learning;
- b. Maintain an impartial attitude toward students and maintain dignity in the classroom;
- c. Pay careful attention to the general health and safety of their students, notifying the school nurse of suspected cases of poor eyesight, defective hearing, or other deficiencies;
- d. Make appropriate referrals for support services;

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- e. Abide by the district policies and regulations of the school; and

MISCELLANEOUS RESPONSIBILITIES

- a. Perform other duties as directed by the Principal and/or Administration.

WORK ENVIRONMENT

- a. Schools, classrooms areas, offices, meeting areas and outdoor settings

ATTENDANCE

- a. Regular attendance is required. Persistent absence, and/or leave without pay, is grounds for dismissal.

PHYSICAL DEMANDS

- a. Frequent travel to school district buildings.
- b. Frequent walking throughout various areas.
- c. Often sitting at a desk for extended periods.
- d. Standing for extended periods of time.
- e. Moderate moving from 15 to 50 pounds.
- f. Some carrying – up to 50 pounds.
- g. Manual dexterity to use office equipment.
- h. Repetitive movement of fingers and hands for keyboarding.

SENSORY ABILITIES

- a. Visual acuity to read correspondence and a computer screen.
- b. Auditory acuity to be able to use telephones.
- c. Ability to speak clearly and distinctly.

TEMPERAMENT

- a. Must be courteous and able to effectively manage students.
- b. Must be able to interact well with various publics and individuals.
- c. Must be able to work as a member of a team.
- d. Must be cooperative, congenial and service-oriented, and promote these qualities in the classroom.
- e. Must be able to appropriately handle confidential information.

COGNITIVE ABILITY

- a. Ability to follow written and verbal directions and give direction to others.
- b. Ability to create and delegate assignments.
- c. Ability to complete assigned tasks with minimal supervision.
- d. Ability to read, write and do complex computations.
- e. Ability to use correct grammar sentence structure and spelling.
- f. Ability to compose clear, concise sentences and paragraphs.
- g. Ability to organize office setting to efficiently accomplish tasks.
- h. Ability to work independently and make work-related decisions.
- i. Ability to exercise good judgment in prioritizing tasks, and directing staff.
- j. Ability to communicate effectively at all organizational levels.

SPECIFIC SKILLS

- a. Ability to operate office equipment.
- b. Must appropriately handle confidential information.

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- c. Ability to manage a classroom with varied changing, service demand.

LICENSE

- a. Valid Driver's License

COMMENTS

- a. The job duties may be performed in a manner other than stated. The job will require the performance of other duties related to the essential functions as assigned. The employer may change the descriptions as jobs are analyzed and modified.
- b. The position holder must be able to accomplish the performance responsibilities with or without reasonable accommodation. It is the responsibility of the employee to inform their Supervisor of any and all reasonable accommodation requests.
- c. The position specifications 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.

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

The Big Spring School District is an equal opportunity employer.