Carlynton School District
Job Description

Position: **7-12 Academic Support Teacher/K-6 Intervention Specialist**
Reports to: **Building Principal**
FLSA Status: **Exempt**
Employment: **Full Time**

Position Summary:

The **7-12 Academic Support Teacher/K-6 Intervention Specialist** provides supplemental instructional support in reading and mathematics to identified students through targeted intervention services aligned to Title I program requirements, Pennsylvania Academic Standards, and district curriculum. Using multiple sources of assessment data, the Intervention Specialist collaborates with classroom teachers, administrators, specialists, and families to support student academic growth and achievement.

The Intervention Specialist delivers evidence-based interventions designed to strengthen foundational literacy and mathematics skills, improve academic performance, and support student success within the Multi-Tiered System of Supports (MTSS) framework. The position emphasizes data-driven instruction, individualized intervention planning, progress monitoring, and collaboration with educational teams to address the strengths and needs of learners at varying performance levels.

Professional Qualifications

a. Requirements: Must possess the following valid Pennsylvania certifications

a. Reading Specialist PK-12 – Instructional Level I or II
AND <u>one</u> of the following:

i. **Elementary K-6 – Instructional Level I or II**
ii. **Early Childhood N-3 – Instructional Level I or II**
iii. **Grades PK-4 – Instructional Level I or II**
iv. **Grades 5-6 – Instructional Level I or II**
v. Grades 4-8 (All subjects 4-6 Science 7-8) – Instructional Level I or II

Essential Duties and Responsibilities

Instructional Responsibilities

- Provide supplemental reading and mathematics intervention services to eligible students in individual, small-group, and push-in instructional settings.
- Deliver evidence-based intervention instruction aligned to student needs, district curriculum, and Pennsylvania Academic Standards.
- Utilize diagnostic, formative, and summative assessment data to identify student learning needs and develop targeted intervention plans.
- Support students in developing:
    - Foundational reading skills, including concepts of print, phonemic awareness, phonics, fluency, vocabulary, and comprehension
    - Reading comprehension strategies for informational and literary texts
    - Writing skills for various purposes and audiences
    - Oral communication, listening, and collaborative discussion skills
    - Foundational mathematics skills, mathematical reasoning, computation, problem-solving, and number sense
    - Mathematical vocabulary and conceptual understanding
- Differentiate instruction to support diverse learners and varying academic skill levels.
- Implement instructional strategies and interventions designed to accelerate student achievement and close learning gaps.
- Utilize educational technology and intervention programs to support literacy and mathematics instruction.

Assessment and Progress Monitoring

- Administer and interpret academic screening, benchmark, diagnostic, and progress-monitoring assessments.
- Analyze student performance data to guide instructional decisions and intervention adjustments.
- Maintain accurate and timely records of student progress, interventions, and assessment results.
- Assist in identifying students requiring additional academic support or intervention services.
- Participate in MTSS/problem-solving team meetings and data review discussions.

Collaboration and Communication

- Collaborate with classroom teachers to support instructional planning, intervention implementation, and student progress monitoring.
- Provide instructional recommendations, intervention strategies, and resources to classroom teachers and support staff.

- Communicate effectively with parents and guardians regarding student progress, intervention services, and instructional support strategies.
- Collaborate with administrators, school counselors, special education staff, English learner staff, and related service providers to support student achievement.
- Participate in faculty meetings, curriculum meetings, Title I meetings, and professional learning activities.

Title I and Program Responsibilities

- Support implementation of district Title I program goals and federal program requirements.
- Maintain documentation and records necessary for Title I compliance and program reporting.
- Assist in coordinating parent and family engagement activities related to literacy and mathematics achievement.
- Participate in district and school improvement initiatives designed to improve student achievement outcomes.
- Support equitable access to supplemental instructional services for identified students.

Professional Responsibilities

- Maintain current knowledge of literacy instruction, mathematics intervention strategies, assessment practices, and evidence-based instructional methodologies.
- Participate in ongoing professional development related to reading, mathematics, intervention practices, MTSS, and federal programs.
- Maintain confidentiality of student information and records in accordance with FERPA and applicable laws.
- Comply with all district policies, administrative regulations, Title I requirements, and state/federal laws.

Additional Expectations:

- Maintain accurate records of student contacts, referrals, and interventions in compliance with state and federal requirements.
- Engage in professional development to remain current with best practices, policies, and laws related to the roles and responsibilities to this position.
- Uphold confidentiality, ethical practices, and the mission of the Carlynton School District.
- Performs other duties as assigned by the Building Principal.

Position Qualifications

Professional Competencies

- Demonstrated proficiency in computer and technology skills related to data collection, record maintenance, communication, and office operations.
- Ability to manage multiple responsibilities, prioritize tasks effectively, and meet established deadlines.
- Ability to communicate clearly and professionally with administrators, staff, students, parents, substitutes, and community stakeholders.
- Knowledge and effective use of communication methods and technology appropriate to assigned responsibilities.
- Ability to identify concerns, analyze problems, and recommend appropriate solutions.
- Ability to exercise initiative, sound judgment, and decision-making within established administrative guidelines.
- Ability to maintain confidentiality regarding District operations, personnel, and student information.

Interpersonal Skills

- Ability to establish and maintain positive and productive working relationships with students, parents, staff, administration, and community members.
- Ability to listen, respond, and interact with others in a professional, respectful, and courteous manner.
- Ability to work collaboratively as a team member, coordinator, or leader as assigned.
- Demonstrated ability to promote a positive, cooperative, and service-oriented work environment.
- Ability to manage responsibilities and challenges in a fair, consistent, and equitable manner.
- Ability to work effectively in environments with frequent interruptions and changing priorities.

Position Expectations

Professional Responsibilities

- Demonstrates professionalism, dependability, and accountability in all job responsibilities.
- Adheres to District policies, procedures, and established chain of command.
- Responds appropriately to supervision, direction, and feedback.
- Demonstrates initiative and the ability to work independently with minimal supervision.
- Maintains appropriate professional appearance and conduct for the work environment.
- Incorporates innovative and progressive practices when appropriate to support District goals.

- Reports to work on time, maintains regular attendance, and uses work time efficiently and productively.

Organizational Skills

- Organizes work responsibilities and office/classroom operations efficiently to accomplish assigned tasks.
- Effectively plans, prioritizes, and manages multiple assignments, projects, and deadlines.
- Demonstrates flexibility and adaptability in response to changing work demands and priorities.

Technical Skills

- Demonstrates the ability to learn and effectively use new and existing software, hardware, and instructional technologies.
- Maintains working knowledge of standard office equipment and productivity tools.
- Produces written communication that is clear, concise, grammatically correct, and professionally formatted.
- Demonstrates proficiency in Microsoft Office/G-Suite applications and related technology tools, including:
    - Word processing and document formatting
    - Spreadsheet development and basic formulas
    - Presentation software and digital communication tools
    - Desktop publishing and graphic design applications as applicable to the position

Physical Demands

- Ability to traverse throughout school buildings and District facilities as needed.
- Ability to sit or stand for extended periods of time.
- Ability to lift, move, or transport materials and equipment weighing up to 30 pounds.
- Manual dexterity sufficient to operate office equipment and computer technology.
- Ability to perform repetitive hand and finger movements associated with keyboard and computer use.

Work Environment:

- The employee primarily works in an educational environment that includes classrooms, offices, common student areas, and school activity settings.

Driver's License:

- Must have a valid driver's license.

Clearances:

- Every employee must submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011, Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check), FBI (Federal Bureau of Investigation) Criminal History Check, Act 126 (Part I) Recognizing Child Abuse and Mandated Reporter Training, and Act 126 (Part II) Professional Ethics & Educator Discipline Act.
- As per Act 15 of 2015, all clearances must be renewed every five (5) years. Also, as of December 22, 2014, Act 168 of 2014 requires all newly hired employees to provide the District with the Sexual Misconduct/Abuse Disclosure Release Form for all former employers in which they had direct contact with children and any current employer/s. The District may not hire any applicant for a position until the employment history review process has been completed.

Terms of Employment:

- Work year, schedule, salary and benefits defined as per the Collective Bargaining Agreement between the Carlynton School District and the Carlynton Federation of Teachers.

Evaluation:

- Performance will be evaluated by the Building Principal in accordance with Act 13 and the Carlynton Federation of Teachers Collective Bargaining Agreement evaluation procedures.
- This job description is subject to change as determined by the Superintendent.
- Approved by Administration and provided to the Board of School Directors on ENTER DATE HERE.