



## *Position Description*

### **Intervention Specialist**

*Salary Level: AEA Bargaining Agreement*

*Contract/Benefits: AEA Bargaining Agreement*

*Department or Area: General Education*

*Reports To: School Principal*

*Prepared Date: January 14, 2021*

*Prepared by: Jennifer Bryant, Director of Literacy*

*Approved By: Anthony Pidgeon, Executive Director of HR*

### ***Qualifications:***

1. B.S or B.A in elementary education, secondary education, and/or special education and M.Ed.
2. Hold a valid and current Pennsylvania Instructional II Teaching Certificate
  - For Elementary Position: Elementary or Special Education certification
3. At least five years of highly successful teaching experience with positive student outcomes in the elementary grades (Experience in public education preferred)
4. In-depth and specific knowledge in content, curriculum, instruction, and assessment
5. Knowledge of language acquisition and effective techniques for English Language learners
6. In-depth knowledge of the Balanced Literacy Framework, Guided Math, and Inquiry-based Instruction; Child Study Team practices, Early Warning Systems, and Continuum of Behavioral Supports, as applicable
7. Knowledge of Universal Design for Learning (UDL)
8. Excellent interpersonal, problem-solving, organizational, and communication skills
9. Working knowledge and comfort with technology including, but not limited to online education platforms, Microsoft Word and Excel spreadsheets, Google Drive, and presentation technology.
10. Satisfactory work record & criminal/child abuse clearances (Acts 34 and 151), FBI clearances
11. Such additional or alternatives to the above qualifications as the Allentown Board of Directors and Superintendent may determine appropriate and acceptable.
12. 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.

### ***Summary***

Under the supervision of the building principal, in conjunction with the Director of Literacy and the Director of STEM, the Intervention Specialist will deliver research-based interventions, perform academic assessments, analyze data, provide professional development aligned with district and school improvement goals and the ASD Strategic and Instructional Frameworks. The Intervention Specialist should demonstrate expertise in instruction, assessments, data analysis, leadership and collegial relationship skills. The Intervention Specialist will offer training to teachers in effective intervention and assessment and guidance to parents in methods to support the school-based interventions.

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### ***Essential Duties and Responsibilities***

1. Demonstrates knowledge and understanding of the PDE Standards Aligned System (SAS), Higher Order Thinking, and Formative Assessment
2. Demonstrates knowledge and understanding of Resiliency and Classroom Management, with emphasis on knowledge of Restorative Practices and Trauma Informed practices
3. Supports teachers in utilizing early warning systems to assist in providing or developing appropriate instructional or behavioral plans.
4. Assists in team decisions regarding academic and behavioral needs of students (e.g., using curriculum-based assessments.
5. Designs and implements appropriate Tier 2 and Tier 3 interventions for literacy, mathematics and behavior.
6. Supports classroom teachers in data analysis, progress monitoring, designing and scheduling appropriate classroom-based interventions
7. Facilitates and coordinates meetings with various stakeholders to support, organize and manage the Response to Instruction and Intervention (RtII) process
8. Works in a collaborative team approach to resolve, collaborate and problem-solve student concerns.
9. Knows and adheres to the rules of FERPA and other practices related to confidentiality.
10. Adheres to the rules and mandates of IDEA, Pa Code 22: Chapters 14 and 15 regulations.

### ***PERFORMANCE RESPONSIBILITIES:***

#### **School/District Based Leadership**

- Assists and serves on Child Study Team within the school/district
- Builds school capacity by encouraging and supporting teacher leadership
- Provides leadership in the data analysis protocols and behavioral and instructional interventions in accordance with school and district improvement plan goals.
- Collaborate, plan and communicate with the Director of Literacy and Director of STEM on a regular basis

#### **Instructional Leadership**

- Supports teachers by modeling lessons, observing students, monitoring instruction, designing and implementing various interventions.
- Assists teachers in designing, delivering and assessing intervention programs.
- Serves as a resource for identification of instructional strategies, materials, and interventions to address diverse learning needs.
- Provides support and mentoring to classroom teachers.

- Assists teachers in analyzing assessment data, planning instruction, and organizing classrooms for effective learning.
- Works with school staff to create schedules and rosters for the Intervention Programs.
- Implements applicable research-based literacy and mathematics interventions including, but not limited to:
  - Leveled Literacy Intervention (LLI)
  - Early Reading Intervention (ERI)

#### Assessment

- Coordinates and supports classroom teachers in utilizing various diagnostic, formative, benchmark and summative assessments to inform instruction. Examples include but are not limited to:
  - PSSA, PVAAS, eMetric
  - 4Sight Benchmark Assessments
  - Classroom Diagnostic Tools (Secondary)
  - DIBELS
  - Study Island
  - Fountas and Pinnell Benchmark Assessments
  - Other appropriate literacy, mathematics and behavioral assessments
- Administers and analyzes various individualized assessments as needed. Examples include but are not limited to:
  - Observation Survey
  - Developmental Reading Assessment (DRA)
  - Woodcock-Johnson Diagnostic Reading Battery
  - CTOPP
  - Scott Foresman Diagnostic Math Assessment
  - Other appropriate literacy, mathematics, and behavioral assessments
- Monitors test preparation, distribution, administration, and collection of state and district assessments. (e.g. PSSA, Star, Classroom Diagnostic Tests (CDTs), ASD curriculum-based assessments, etc.)
- Meets regularly with teams and/or principal to review student assessment data and assess progress toward grade-level goals.
- Serves as a member of the school Child Study Team. Administers, analyzes and provides feedback on individual student assessments, as needed.
- Progress monitors instructional effectiveness and student achievement and maintains accurate records of student progress.

#### Professional Development

- Provides staff development to ensure teacher knowledge of assessment, and intervention strategies.
- Provides professional development opportunities in large group, small group or individual contexts at the school and district level.

- Stays current in the areas of research-based interventions, and research-based instructional practices through professional development courses.
- Participates fully in all required professional development for Intervention Specialists.

Other:

- Performs other tasks as related to the specific priorities and goals of the district.

## ***Competencies***

To perform the job successfully, an individual should demonstrate the following competencies:

### *Interpersonal Skills*

Manages difficult or emotional situations judiciously; Responds to parent and supervisory requests for service and assistance; Solicits parent feedback to improve effectiveness; Meets commitments made to students, parents, supervisor and the community; Maintains confidentiality; demonstrates objective approaches to communicating with students, parents, supervisor and community; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively; Works well with others.

### *Leadership Skills*

Develops workable lesson plans; Makes self accessible to principals and colleagues; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Adheres to safety and security procedures; Identifies and resolves problems in a timely manner.

### *Organizational Skills*

Works with accuracy when monitoring all cost-related tasks; Shows respect and sensitivity for cultural differences; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district's goals and values.

### *Personal Competencies*

Exhibits sound and accurate judgment; Treats people with respect; Works ethically and with integrity; Respects confidentiality; Demonstrates persistence and overcomes obstacles; Prioritizes and plans work activities; Uses time efficiently; Approaches others in a tactful manner; Reacts well under pressure; Demonstrates accuracy and thoroughness; Follows instructions, responds to supervisory direction; Takes responsibility for own actions.

## ***Physical Demands***

The physical demands described here are representative of those that must be met by a teacher to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties. While performing the duties of this job, the teacher is regularly required to talk or hear. The teacher is frequently required to walk, climb stairs, and bend. The teacher is required to use hands to fingers or handle documents, telephone, etc.

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The teacher is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

***Evaluation***

The person filling this position will be evaluated according to the teacher evaluation procedure adopted by the Allentown School District.

Reviewed and read by:		Date:	
	<i>Individual serving in this position</i>		