

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Soldotna, Alaska

NOTICE OF VACANCY
May 26, 2026

2026-27

Job Title:	Intervention and Assessment Coordinator	Salary:	DOE
Reports To:	Instructional Director and Director of Student Support Services	# of Days:	208
Location:	District Office Soldotna, Alaska		

JOB DESCRIPTION: The Intervention and Assessment Coordinator will facilitate the success of the learning environment by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results, to support instructors in personal and professional growth activities and to oversee all intervention instruction programs, Will be responsible for developing, coordinating, and presenting intervention programs. Consults with and advises administrators regarding district assessments and the design of intervention programs; establishes learning objectives; develops training materials; coaches employees and assesses the impact of training sessions.

JOB QUALIFICATIONS: To apply, a candidate must have or be eligible to obtain a current Alaska Type B Administrative Certificate and a current Alaska Teacher Certificate with an endorsement in Elementary Education or equivalent issued by the Alaska Department of Education. Three or more years of experience as a building administrator or district office administration preferred.

PERFORMANCE RESPONSIBILITIES: Assumes responsibility for administering the Intervention and Assessment Programs. Meets and confers regularly with other administrators regarding grade K-12 Intervention and Assessment programs and operations. Engages in professional growth activities to enhance job performance and meet changing job requirements. Performs other duties as assigned by the Superintendent. Will assume additional duties such as supervision of some of the smaller school sites on an as needed basis.

Intervention:

- Monitor school intervention lists to ensure all students in need of intervention have a documented intervention in place.
- Ensure schools are choosing appropriate interventions based on student deficits.
- Support staff through professional development delivery and effective intervention strategies.
- Provide ongoing support and training to all staff supporting intervention students in effective strategies for intervention students.
- Provide ongoing support to school I-Teams and make intervention recommendations.
- Provide support and professional development in KPBSD RTI protocol to Interventionists, I-team coordinators and I-teams.
- Provide information to school district staff and general public about Intervention programs.
- Participate in the planning, writing and program implementation of KPBSD Intervention process and Plan of Service.
- Familiarize and review Federal programs regulation as needed.
- Provide support to school staff for the mining and utilization of all assessment data. Including but not limited to PEAKS, AimswebPlus, and NWEA MAP Growth.
- Manage district-wide intervention programs for all schools.
- Review intervention budget and adjust accordingly.

Assessment:

- Provide staff development on all district benchmark assessment tools.

- Work with district assessment and intervention staff to develop and maintain a list of interventions by student, grade and school for assessment purposes.
- Perform such other duties and responsibilities as may be delegated by the Director of Elementary Education and Director of Student Support Services.
- Must be willing to work an extended year contract if necessary.
- District Assessment Coordinator (AimswestPlus, NWEA MAP Growth, AK STAR, Alaska Science Assessment, and NAEP).
 - Main point of contact for all testing questions & concerns from all KPBSD admins and staff.
 - Serve as the communication link between DEED and KPBSD. Includes monthly webinars.
 - Ensure all buildings have a testing coordinator and they are aware of the duties.
 - Create assessment calendar and benchmark assessment schedule.
 - Assist in developing and presenting assessment report to the board.
 - Ensure all kindergarten teachers are trained in the Kindergarten Developmental Profile & communicate expectations.
 - Announce the benchmark assessment window opening and closing and information regarding any changes to all administrators and staff.
 - Investigate teacher/student issues with assessment platforms.
 - NAEP coordination with KPBSD's district contact (alternate years)
 - Attend district test coordinator training in Anchorage.
 - Make decisions to invalidate tests if protocol has been breached, or irregularities occur within testing locations.
 - Maintain user accuracy of DRC & AK STAR testing platforms.
 - Train all building test coordinators in AK STAR & Alaska Science Assessment.
 - Create assessment documentation and tracking protocol to share with building test coordinators.
 - Ensure building test coordinators have testing plans in place prior to assessment windows including a plan for make-up assessments.
 - Ensure building test coordinators have trained all test administrators, collected all test security agreements, and have an observer for each assessment.
 - Submit reasons for every student not tested such as absent, parent refusal, etc. to DEED.
 - Communicate AK STAR and Alaska Science Assessment results to admins/schools including the expectations for parent notification of results
 - Provide IT with assessment results to upload to PowerSchool.

CERTIFICATION REQUIREMENTS: Must have a current Alaska Type B Administrative Certificate issued by the Alaska Department of Education and a current Alaska Teacher Certificate issued by the Alaska Department of Education on/or before the first contract day.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups, staff, parents, and the general public.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. The ability to interpret various technical instructions in mathematical or diagram form that deal with abstract and concrete variables.

OTHER SKILLS AND ABILITIES: Ability to apply current research and theoretical knowledge in a specific field. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely, both in oral and written form. Ability to design and implement personalized and

blended learning strategies in the school. Ability to utilize the Canvas, the District's Learning Management System. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here represent those that an employee must meet to successfully perform this job's essential functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and move up to 50 pounds. This job's specific vision abilities include close vision, distance vision, and depth perception.

WORK ENVIRONMENT: The work environment characteristics described here represent those employee encounters while performing the essential functions of this job. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location.

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, equalize peak work periods, or otherwise balance the workload.

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