

Position: Intervention Specialist MTSS (Multi-Tier System of Support)	Grade: TRUE Schedule 7
Board Approved: 4/19/2016	FLSA: Exempt

Summary

Provides direct intensive intervention with students. Assist in developing a systematic school-wide approach to MTSS. Facilitates and coordinates the implementation of a classroom intervention program. Provides direct curriculum and instructional support services to teachers including effective strategies and intervention.

Essential Duties and Responsibilities

- Assist schools in understanding screening, diagnostic and progress monitoring data for the purpose of identification of struggling learners, instruction/intervention design, and students’ response to interventions, respectively.
- Provides individual and small group instruction designed to meet individual needs and motivate students in pull out and/or classroom setting.
- Assist with designing intervention and monitoring response to intervention for students who are struggling.
- Assists schools in developing strategic plans for intervention and growth for all students.
- Monitor and report out student achievement data associated with the multi-tier assessments.
- Manage student intervention caseloads.
- Mentor school-based Problem Solving teams through development and implementation of MTSS at all tiers.
- Serve as a liaison to administrators, teachers, counselors, school social workers, school psychologists, and other stakeholders to develop appropriate positive behavior interventions and supports through MTSS.
- Customize and facilitate professional development in behavior and MTSS based on schools’ needs.
- Assist district and school administrators in the implementation of multi-tier systems of support using balanced assessments to inform literacy and behavior.
- Maintains records as required by the school, District and/or state and makes appropriate reports as directed
- Communicate and work closely with the regular classroom teachers while assisting in the development of each students’ intervention program.
- Collaborate with teachers and administrators to implement Response to Intervention:
- Have in-depth knowledge of data collection and progress monitoring
- Model lessons and strategies in the classroom
- Develop and provide materials for/with colleagues
- Be available to co-teach lessons

- Visit classrooms and provide feedback when requested by teachers
- Provide enrichment activities to students who qualify.
- Consult with district curriculum/instruction, ESE, ELL and student services personnel regarding strategies and techniques to foster progress of struggling students.
- Identify best practices regarding teaching, instruction and assessment in MTSS.
- Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the State Standards.
- Collaborate with Curriculum staff to develop and implement integrated curriculum related to improving student achievement and closing the achievement gap.
- Provide instructional leadership in assigned area to schools for accelerating proficiency and academic achievement of all students especially those groups that have not reached proficiency.
- Coach colleagues in literacy best practices.
- Facilitate school-based professional learning community (PLC) team meetings.

Qualifications

- **Knowledge and Skills**

- Analyze assessment and other relevant data to assist in creating goals and objectives and evaluating the effectiveness of program services.
- Thorough understanding of the State Standards.
- Culture, life style, educational and social needs of ethnic minority students and children of poverty.
- Interpersonal skills using tact, patience and courtesy.
- Computer technology and software skills.
- Demonstrate leadership skills in professional practice.
- Demonstrate skills in listening, communicating and collaborating.
- Strong knowledge in culturally responsive teaching.
- Experience in behavior management preferred.
- Knowledge of research findings in a MTSS which includes Responsiveness to Instruction (RtI) and Positive Behavior Support (PBIS).
- Desire to work hard and passionately seek success for all students.
- Knowledge of research-based interventions.

- **Abilities**

- Develop others with effective coaching strategies.
- Read, interpret and apply legal mandates, policies, rules, regulations and operational procedures pertaining to school and departmental operations.
- Provide support for schools to accelerate student achievement, eliminate all achievement gaps.
- Develop goals and objectives; establish and meet schedules and time lines; work with

discretion and confidentiality.

- Define projects and specifications; deal with variety of projects simultaneously; prepare clear and concise management reports.
- Establish and maintain cooperative and effective working relationships.
- Understand and carry out oral and written directions.
- Communicate effectively both orally and in writing in a clear and concise manner.
- Exchange and retrieve information in person and on the telephone.
- Apply policies and procedures related to the assigned duties and responsibilities of the position with good judgement in a variety of situations.

▪ **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. The employee must be able to:

- Lift, carry, push and/or pull items with a strength factor of medium work.
- Hear and speak to exchange information in person or on the telephone.
- See to read a variety of materials.
- Possess dexterity of hands and fingers to operate a computer keyboard.
- Stand or walk.
- Bend at the waist, kneel or crouch to file materials.
- Sit or stand for extended periods of time.
- Reach above shoulders to file materials.
- Climb a stool/ladder.

▪ **Education and Experience**

A minimum of five years teaching experience required. Knowledge of instruction, relevant curriculum and strategies leading to success for students not meeting grade level standards. A strong background in effective implementation of professional development, data assessment and instructional coaching. Valid California Multiple or Single Subjects Credential required. Advanced degree from an accredited college or university preferred.

▪ **Licenses and Certificates**

Possession of a valid California Drivers' License and current proof of insurance required.

▪ **Working Conditions**

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. This position will be an indoor office work environment and include visitations to the sites.

This job/class description, describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps, and skills required of the job.