INFORMATION SHEET 03.08.2022 TRUSTEES' MEETING

To: Jim Bridges

For: Board of Trustees

Prepared by: Emily Stroup

Re: Proposed update to the Intervention Coordinator job description title

The District is proposing the the following title change to the current Intervention Coordinator (TOSA/RTI) job description:

Intervention Program Specialist (TOSA/RTI)

RECOMMENDATION:
Approval of the Proposed update to the Intervention Coordinator job description title

JOB DESCRIPTION

POSITION: Intervention Program Specialist (TOSA/RTI)
SALARY PLACEMENT: Certificated Salary Schedule

MINIMUM QUALIFICATIONS - EDUCATION AND/OR TRAINING:

Possess a valid California Teaching Credential. Possession of CLAD/BCLAD certification. A minimum of 5 years of successful teaching experience at the elementary level.

DESIRABLE QUALIFICATIONS - EDUCATION AND/OR TRAINING:

Posses a Masters Degree in Education.

DESIRABLE EXPERIENCE:

A strong background in effective implementation of intervention strategies including Response to Intervention. Strong background in reading, writing and math intervention and instructional strategies. Experience, planning and implementing a school or District RTI model. Knowledge of research related to Response to Intervention. Familiarity with a wide variety of curriculum structures and instruction and assessment strategies that reflect current research on best practices

CREDENTIALS AND/OR SKILLS AND ABILITIES:

1. Knowledge of applicable district policies and state laws and regulations
2. Knowledge of district organization and functioning, research techniques and statistical principles and procedures
3. Knowledge of basic principles of data processing
4. Have a basic working understanding of categorical programs.
5. Ability to communicate both verbally and in writing
6. Ability to gather and analyze student/school-wide data and make appropriate recommendations
7. Ability to establish and maintain cooperative relationships with other departments, school-sites, teachers, students, and parents; perform arithmetic calculations accurately
8. Familiarity with state standards and curriculum frameworks
9. Knowledge and experience with differentiated instruction
10. Ability to work effectively with adults in a support role
11. Experience as a presenter in workshops to teachers desired
12. Ability to exhibit professionalism and effective human relations
13. Ability to facilitate meetings and collaboration efforts with staff and community
14. Ability to travel among District facilities as needed, and, if driving, the ability to meet District driving standards

SUMMARY OF POSITION:

The "Intervention Program Specialist" will support administration and instructional staff in the implementation of a responsive multi-Tiered system of interventions to support all students in achieving grade level standards.

ESSENTIAL FUNCTIONS:

Essential functions may include, but not limited to:

1. Working knowledge and understanding of the Response to Intervention (RTI)
2. Collaboration with District leadership to develop a comprehensive, integrated, multi- tiered, system of interventions which includes seamless Tier 1 through Tier 3 systems
3. Supports the development of a strategic set of intervention systems/supports and ensures timely access to interventions based on student need
4. Work with school intervention teams and administrator to establish, review and enhance data collection, analysis, evaluation and reporting processes
5. Attend Tier 2 team meetings at schools
6. Design, implement and support ongoing staff development in the use of assessment data to drive instructional decisions for Tier 2 meetings
7. Assist school level teams in establishing decision-making rules for determining when students need interventions (strategic and targeted), identifying student needs, developing intervention plans, and implementing appropriate interventions promoting collaborative team processes, and coaching teams through conflict
8. Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English learners, students with disabilities and students with diverse learning needs
9. Design, implement and support ongoing staff development for the implementation of evidence based reading intervention curriculum and instructional strategies
10. Coach both certificated and classified instructional staff in best practices for fidelity to high impact intervention programs and processes
11. Model effective instructional techniques within classrooms during designated intervention time
12. Facilitates the development and implementation of formative and summative assessments to determine whether or not students have achieved the benchmarks
13. Facilitates the systemic use of data committed to the tracking and management of student data, in order to determine whether or not students have achieved the targeted benchmarks
14. Collect and analyze school data, including subgroups, for District level reporting at benchmark times
15. Develops and implements district-wide procedures to guide the process of using student achievement data to measure the effectiveness of instructional support programs
16. Tracks the use of tutoring services across campus (math, science, Title I, etc.)
17. Maintains a variety of detailed records in a variety of written and electronic formats including services provided for students
18. May be assigned to teach intervention curriculum (Title I, EL, etc.)
19. Plan and participate in all District intervention training sessions and state RTI activities as directed by Supervisor
20. Communicate orally and in writing with internal and external sources, information about intervention implementation and outcomes, as needed. This may include making reports to the JSD School Board
21. Correspond with District staff and stakeholder via email
22. Prompt and regular attendance

DIRECTLY REPORTS TO:

Coordinator of Curriculum

PHYSICAL ENVIRONMENT:
Sit for extended periods at a desk, conference table or in meeting rooms; frequently stand and walk; bend, stoop and reach overhead; normal manual dexterity and eye-hand coordination; physical agility to lift and move up to 25 pounds; see and read a computer screen, and printed matter with or without visual aids; verbal communications including the ability to speak and hear at normal room levels; ability to use office equipment including computer terminals, telephones, calculators, copiers and FAX.

WORK ENVIRONMENT:
Employees in this position will be required to work indoors and/or outdoors in an educational and standard environment. Employees may come in contact with students, parents, school district staff, outside agency staff, and the public.

REVISED: March 2022
BOARD APPROVED: Pending Board Approval