

(NEW 5-20-04)
REVISED 5-15-08
Revised 3-24-11
5-23-11

JOB DESCRIPTION

TITLE INTERVENTION SUPPORT SPECIALIST

QUALIFICATIONS

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.

Education/ Experience	Master's degree in Exceptional Student Education, Reading, Elementary Education, Educational Leadership, Counseling, Psychology, or core subject area 6-12 and/or ESOL Endorsement. Four years of classroom teaching experience, an understanding of instructional design, and familiarity with a variety of applications of technology required. Proficiency in designing and delivering high-quality professional learning opportunities for teachers and instructional support staff. Ability to lead, model, and implement a multi-step system of Interventions within a school. Ability to plan and facilitate a group to achieve desired outcomes in working collectively to implement instructional change.
Language Skills	Ability to read, to analyze, and to interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to coach, co-teach, model, demonstrate, observe, and provide feedback to classroom teachers regarding the implementation of core and intervention approaches and the use of formative assessment data as the basis for instructional decision-making. Ability to act as a catalyst for building a school learning community that focuses on integrated learning, building connections across all grade levels.
Mathematical Skills	Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
Certificate/License	Florida Teacher Certification in Exceptional Student Education, Reading, Elementary Education, Educational Leadership, or Core Subject Area 6-12. Intervention Support Specialists will work toward dual certification (ESE and one other area) within three (3) years of date of hire.

Reasoning Ability Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to use information from a variety of formal and informal assessment tools to improve instruction and student learning and development. Ability to conduct assessments of multiple indicators of learner progress, taking into account the context of teaching and learning, and collaboratively assists teachers in developing instructional strategies.

Physical Demands 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. 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 talk, hear and sit; stand, walk; use hands to finger, handle, or feel; and reach with hands and arms. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance while on duty. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

REPORTS TO School Principal

GENERAL RESPONSIBILITIES

1. Facilitates all school procedures, training and activities regarding student academic achievement and student intervention and provides early intervening services for students in targeted area(s) of deficiency.

SPECIFIC RESPONSIBILITIES

1. Assists in the planning and implementing of a multistep intervention process.
2. Assists teachers and teams in implementing problem solving as part of the intervention process.
3. Assists in the problem solving process, using information from a variety of formal and informal assessment tools to improve instruction and student achievement and development, designing research-based interventions, and monitoring student progress.
4. Assists teachers and teams in analyzing student data and developing formative assessments to use as the basis for instructional decision-making.
5. Provides direct instructional support for at-risk students in individual or small group settings and models best practices and builds the capacity of teachers).
6. Works collaboratively with the school and Learning Support Services administrative team.
7. Maintains knowledge of research-based interventions and their use with fidelity at the targeted and intensive levels.
8. Provides leadership to professional learning communities by creating a collaborative and effective system of intervention that recognizes that not all students with academic difficulties are in need of special programs.
9. Maintains a working knowledge of local, state, and federal laws, regulations and guidelines pertaining to eligibility, delivery of services, individualized plan development, including compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs).
10. Participates in targeted professional development aligned with specific position requirements, and demonstrates active participation and follow through at the school of assignment.
11. Prepares, reviews, and monitors the correct completion of necessary educational documentation to insure compliance with federal and state requirements.
12. Provides consultation to teachers in the development of the required plan(s) according to individual student needs.
13. Provides support to teachers on differentiated instruction and appropriate interventions for individual students.
14. Performs other duties as assigned.