

INTERVENTION SPECIALIST**DEFINITION:**

Under the direction of the principal and/or assistant principal, identify and provide instruction to at-risk students; coordinate with and serve as a resource for regular classroom teachers; assist in other school programs as assigned; and create a flexible program and environment favorable to learning and personal growth in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement individualized intervention plans with specific strategies to address the needs of targeted students and their families; mentor and support students' development of the academic and social skills, practices and attitudes necessary to be successful in college and the workplace, emphasizing an increasing proficiency in 21st-Century leadership skills; develop a strong sense of community in the classroom, and personalize each student's learning experience; and plan for widely differentiated student needs and academic levels.
- Work and collaborate effectively with teachers and other school-based personnel to identify at-risk students who are potential dropouts; contact and communicate directly with parents/guardians on a regular basis to ensure parent awareness of and involvement in their child's school performance and to secure parent support of student participation in school activities.
- Identify student needs and assist and cooperate with school and District personnel in assessing student needs; develop alternative solutions to individual educational planning and adapt curriculum offerings to meet individual educational needs; adapt materials and methods to develop relevant sequential assignments that guide and challenge students.
- Establish and maintain appropriate standards of student behavior, utilizing a variety of behavior management strategies and techniques, including behavior modification, reinforcement and other positive behavior shaping processes, as needed; provide an orderly, productive classroom environment; may schedule students for detention and Saturday School; may supervise detention and may assist with campus supervision; cooperate in school-wide supervision of students during out-of-classroom activities, including student activities; may share in the sponsorship of student activities.
- Evaluate each student's progress; keep appropriate records; may prepare, administer, score, and record results of a variety of criterion-referenced and standardized tests in evaluating student progress; prepare progress reports and report cards, utilizing District systems.
- Establish and maintain timely and effective communication with parents and school counselors on the individual student's progress through a variety of means, including through a home page; hold parent conferences, when needed, to discuss the individual student's progress and interpret the school mathematics program.
- Create an effective environment for learning within the physical resources provided by the District; may insure a comfortable room environment through control of heating, lighting, and ventilation to the extent possible; provide reasonable safety precautions to protect students, equipment, materials and the school facility; create an effective social and behavioral climate to encourage student learning.
- Select and requisition appropriate books, instructional aids and instructional supplies; maintain required inventory records; perform basic attendance accounting and business services as required.
- May plan and coordinate the work of aides, teacher assistants, student teachers, other paraprofessionals and/or volunteers.
- Maintain professional competence through participation in in-service education activities provided by the district and/or in self-selected professional growth activities; participate in faculty and/or district meetings and committees; participate cooperatively with the appropriate administrator to develop goals by which she/he will be evaluated in conformance with State and District guidelines.

- Maintain District standards including sharing in the responsibility of the school programs; fulfilling responsibilities and duties in a timely and efficient manner; accepting supervision and direction; promoting a professional image; maintaining confidentiality in professional relationships; adhering to all federal and state regulations, Education code, District policies and District curriculum and content standards.
- May perform other duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic subject matter of the secondary level; principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of secondary students; child growth and development and behavior characteristics of the 7 through 12 grade child; educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational programming; behavior management strategies, techniques and methods, and conflict resolution procedures; socio-economic and cultural background differences of the general school population.

Ability to:

Plan, organize, develop and conduct a comprehensive intervention program for at-risk students; provide effective learning experiences for students from a wide range of socio-economic and cultural backgrounds and with varying mental, social, and emotional levels; assess the educational needs of students, and design, develop, and implement sound individualized educational plans; provide stimulating learning environment; utilize technology to enhance classroom lessons and as a means for various types of communication and record keeping.

Experience:

Student teaching, internship, or full-time teaching required. Three years of teaching experience (or equivalent experience) with at-risk students at the secondary level desired.

Education:

Bachelor's degree from an accredited college or university.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds. (This is a partial listing of physical requirements. A complete list is available in Personnel Services upon request).

Licenses/Credentials:

Valid California Single Subject Credential and an English Learner authorization. Must be certified as "Highly Qualified" under No Child Left Behind Act. Possession of a Valid California Driver's License, if required.

Board Approved: July 12, 2011

Revised: June 20, 2013; Board Approved: June 25, 2013