

MARION COUNTY JOB DESCRIPTION

Position Title: Interventionist Department: Building Reports To: Principal Approved By: Marion County Board of Education Date: November, 2010
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SUMMARY: Assist the principal with the academic and behavioral needs, including but not limited to response to intervention. To implement the intervention models to address the needs of students referred; administer and interpret diagnostic instruments; complete and maintain appropriate records and reports and make referrals as necessary. Will be an ambassador for Marion County Schools and commit to offering excellent customer service to students, parents, and staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

STUDENT PERSONNEL MANAGEMENT - Insures that student conduct/attendance/personal problems are handled effectively, reasonably and positively through response to intervention methods.

Provides an effective support system for students with learning and/or behavior problems which leads to the development of a systematic program to reduce absenteeism and academic/behavioral failure.

Manages student data through an accountable, confidential (as appropriate) and efficient record-keeping system; progress monitoring data

SCHOOL BUSINESS AND RESOURCES MANAGEMENT -

Assists with the textbook program as required by law. He/she plans effectively for the selection, ordering inventory, and student accountability, and carries out plans in a manner that shows optimum use of textbooks in order to recommend and utilize instructional materials that promote student academic and behavioral achievement.

LEADERSHIP IN PUBLIC RELATIONS - Assists, as directed, in conducting public relations program which builds positive support from all the public's comprising the school community.

Sends out communications which are written so intended audiences can understand the contents and which are written in a format demonstrating competent writing skills, editing skills, etc.

Receives information, formally and informally, about the needs and concerns of the various publics and responds in a reasonable and fair manner.

PERSONAL COMPETENCIES - Demonstrates, in each of the following areas, personal competency.

Models positive personal relationships with others and shows evidence of strategies to build positive relationships with staff, students, parents, and central office personnel.

Demonstrates the ability to assess and be sensitive to the thoughts, feelings, proposed actions, and actions from the viewpoint of staff, students, parents, and central office personnel.

Looks for strengths of individual staff members, holds a positive perspective towards them, and plans ways to maintain a supportive group climate.

Demonstrates communication skills that effectively convey information both orally and in writing. He/she is perceived as an effective listener.

Reacts to stressful situations in a calm and positive manner and has the necessary skills to bring parties together rather than polarize relationships.

Demonstrates time management skills which accomplish required volume of work on time.

Conducts self and administrative offices in an organized and business-like manner.

Meets deadlines, tasks, and scheduled events on time and without frequent reminders.

Exhibits assertiveness, as appropriate, in dealing with administrative responsibilities, staff and parents.

COMPLIANCE WITH THE LEGAL STRUCTURE -

Complies with all legal expectations communicated through federal and state laws, administrative procedures and regulations; and Marion County Board of Education policies.

ADDITIONAL SKILLS:

- Collaborate with staff to improve student achievement
- Assess the needs of students and administer and interpret diagnostic instruments
- Complete and maintain appropriate records and reports and make referrals as necessary
- Work confidentially with discretion
- Analyze situations accurately and adopt an effective course of action
- Establish and maintain cooperative and effective working relationships with others
- Communicate effectively both orally and in writing
- Maintain current knowledge of program rules, regulations, requirements and restrictions
- Plan, organize work, and work independently with little direction
- Evaluate students to assess content needs
- Administer record, interpret and report on results of probes and other designated diagnostic instruments
- Prepare written assessment reports and case-recording documents
- Identify alternative community resources available to meet the various needs of students; communicate with community resources to develop and implement other resources as needed
- Analyze alternative approaches to meeting student needs and determine appropriate action
- Monitor progress of students referred for intervention and record the data accordingly
- Organize and participate in school and parent meetings
- Maintain confidentiality of students' information
- Consult with teachers, staff and parents to meet the developmental needs of students
- Participate in professional development and conferences to keep informed of current practices and opportunities for students.
- Oversee the publication and dissemination of publications relating to curriculum, graduation requirements, course descriptions, majors, pre-registration, and etc.
- Responds to crisis situations when appropriate
- Works to discover and develop special abilities of students
- Works to prevent students from dropping out of school
- Works with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health and emotional adjustments
- Gives and interprets individual tests, to provide information needed for diagnosis of child's problems
- Confers with parents whenever necessary

QUALIFICATION REQUIREMENTS: 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 and/or EXPERIENCES: Masters Degree, minimum of (5) years experience in teaching.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Teaching Certificate with M. S. Endorsement or special course work related to the appropriate school level. Administrative degree preferred but not required.

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 of managers, clients, customers, 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.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: 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.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory in 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 perform duties with awareness of all district requirements and Board of Education policies.

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 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/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision.

The demands of extended work days (coverage of building activities and extra-curricular activities, etc.) requires a high level of physical endurance. This job requires the ability to handle and balance multiple demands at the same time.

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 this environment is quiet to loud depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

FileName: Interventionist