

TITLE: ELEMENTARY INTERVENTION SPECIALIST

QUALIFICATIONS:

1. New Jersey certification as an elementary teacher
2. Knowledge and skills in the following areas:
 - a. Ability to identify learning difficulties in language arts literacy and/or mathematics through the administration of assessments and or the analysis of assessment data.
 - b. Ability to support the development of appropriate instructional interventions for reading, writing, and/or mathematics.
 - c. Ability to collaborate effectively with building and district administrators, classroom teachers, and parents.

REPORTS TO: Building Principal and the Director of Curriculum and Instruction.

JOB GOAL:

Working directly with the building principal and the Director of Curriculum and Instruction, the Intervention Specialist (IS) assists in the identification of students in need of instructional intervention in language arts and mathematics and is responsible for supporting the development and implementation of intervention plans to assist identified students.

PERFORMANCE RESPONSIBILITIES:

1. Assists the building principal and the Director of Curriculum and Instruction in the development of district criteria for tiered interventions in accordance with the district's tiered intervention philosophy, and discussion with administration.
2. Supports the delivery of services based on the following tiered progression by:
 - a. Providing high-quality learning environments, evidence-based curricular and instructional practices, and a continuum of supports and interventions in general education classrooms, including bilingual classrooms, delivered with fidelity by trained teachers with the support of other professionals;
 - b. Providing supplemental supports and interventions that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period. Interventions include evidence-based instructional practices and interventions that increase in intensity, frequency and duration based upon the review of data during regular progress monitoring intervals;
 - c. Providing intensive supports and interventions that may be delivered individually and provided in or outside of the classroom after the delivery of core instruction. There may be adaptations of supports and interventions based on an individual student's performance using data that are reviewed during frequent progress monitoring intervals
3. Applies knowledge and understanding of subject matter, especially language arts literacy and mathematics.
4. Shows competency in planning, record keeping, and evaluating students such as:
 - a. Developing and maintaining long term and daily written lesson plans based on student needs, interests and abilities;
 - b. Developing and maintaining accurate records of student progress indicative of an ongoing evaluation process;
 - c. Using assessments (diagnostic/prescriptive process) and evaluating all students as needed;
 - d. Completing required teacher/administrative reports promptly and accurately.

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5. Demonstrates effective teaching techniques such as:
 - a. Using instructional materials carefully and intelligently;
 - b. Providing for student's individual levels of achievement, ability and interest;
 - c. Creating an environment conducive to student development and execution of programs, projects and interventions;
 - d. Using varied instructional methods adjusted to content and student learning needs.
6. Attends meetings related to program implementation.
7. Performs other duties and responsibilities incidental to the position or as assigned by the building principal or designee, or the Director of Curriculum and Instruction.

TERMS OF

EMPLOYMENT: Work year and salary to be determined by the board.

ANNUAL

EVALUATION: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Approved by: Mendham Borough Board of Education

Date: April 25, 2017

Revised:

LEGAL REFERENCES:

<u>N.J.S.A. 7F</u>	Comprehensive Educational Improvement and Financing Act
<u>N.J.S.A. 18A:6-7.1</u>	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A. 18A:6-10</u>	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
<u>N.J.S.A. 18A:25-2</u>	Authority over pupils
<u>N.J.S.A. 18A:25-4</u>	School register; keeping
<u>N.J.S.A. 18A:26-1</u>	Citizenship of teachers, etc.
<u>N.J.S.A. 18A:26-1.1</u>	Residence requirement prohibited Certificates
<u>N.J.S.A. 18A:26-2</u>	required; exception
<u>N.J.S.A. 18A:27</u>	Employment and contracts
<u>N.J.S.A. 18A:28-3</u>	No tenure for noncitizens
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:28-8</u>	Notice of intention to resign required
<u>N.J.S.A. 18A:37</u>	Discipline of pupils
<u>N.J.A.C. 6A:7</u>	Managing for equality and equity in education
<u>N.J.A.C. 6A:8</u>	Standards and assessment

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<u>N.J.A.C. 6A:9</u>	Professional licensure and standards
<u>See particularly:</u>	
<u>N.J.A.C. 6A:9-3.3</u>	Professional standards for teachers
<u>N.J.A.C. 6A:9-5</u>	General certification policies
<u>N.J.A.C. 6A:9-8</u>	Requirements for instructional certificate
<u>N.J.A.C. 6A:9-9.2</u>	Elementary school
<u>N.J.A.C. 6A:9-9.3</u>	Elementary school with subject matter specialization
<u>N.J.A.C. 6A:9-15</u>	Required professional development for teachers
<u>N.J.A.C. 6A:16</u>	Programs to support student development
<u>N.J.A.C. 6A:32</u>	School district operations
<u>See particularly:</u>	
<u>N.J.A.C. 6A:32-4</u>	Employment of teaching staff
<u>N.J.A.C. 6A:32-4.4</u>	Evaluation of tenured teaching staff members
<u>N.J.A.C. 6A:32-4.5</u>	Evaluation of nontenured teaching staff members
<u>N.J.A.C. 6A:32-5.1</u>	Standards for determining seniority
<u>N.J.A.C. 6A:32-6</u>	School employee physical examinations
<u>N.J.A.C. 6A:32-7</u>	Student records
<u>N.J.A.C. 6A:32-8</u>	Attendance and pupil accounting