



Columbia County School District Job Description

Position Title: Intervention Specialist		
Department: School	Evaluation Instrument: Performance will be evaluated annually by the Principal in accordance with Policy GBI – Evaluation of Personnel.	
Pay Grade: Teacher Salary Schedule based on degree level and years of acceptable experience.	Pay Type: Salaried – Exempt	Retirement: TRS
Contract Work Year: 190 Days Per Year, 8 Hours Per Day		
Reports to: Principal		

MINIMUM QUALIFICATIONS

Education: Georgia Professional Standards Commission certification in one or more of the following areas: Teaching, Service (School Counseling, School Psychology, and/or School Social Work) or Leadership based on a minimum of a bachelors degree from a regionally accredited college or university; AND at least three years experience in one or a combination of certificated areas;

Essential Knowledge/Skills: Knowledge of appropriate strategies for reducing behaviors that put students at risk of not achieving academic success; Knowledge and the ability to analyze both standardized and formative data and develop school wide and individual student improvement programs. Ability to communicate effectively with youth and adults; Ability to analyze, develop, implement, and track intervention plans and strategies. An understanding of the multiplicity of social services in the community to support students at risk.

Experience: At least three years of successful experience working with students at any level, (middle school preferred) particularly with at risk students.

GOAL

Contribute to the successful achievement of the Columbia County School District mission and major system priorities by supporting the effective organization and operations of the school environment to optimize student learning, instructional programs and related activities.

REPRESENTATIVE DUTIES & RESPONSIBILITIES

- Utilizes the components of a profile of characteristics of potential dropouts to identify middle school students with the high probability of not graduating.
- Collaborates with elementary/high school(s) to assure vertical alignment of services to identified students as they enter and exit middle schools.
- Conducts an analysis that focuses on data for individual students and subgroups such as:
 - CRCT,
 - ITBS, OAS, locally developed assessments,
 - Attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, SST/RTI meeting minutes and grade retention records.
- Develops and implements individual intervention strategies for at-risk students to be successful.
- Coordinates a transition program for eighth graders to successfully adapt to the rigors of high school.
- Tracks the progress of individual and subpopulations of students as they progress toward high school.
- Provides training to parents of students identified as being at risk of not being promoted and/or moving to high school.
- Provides training to elementary school, middle school and high school teachers as well as at risk youth's parents/guardians on support measures that work with youth identified as at risk.
- Works with faculty and administrators to adapt curriculum and instruction to meet the needs of students

identified as at risk.

- Identifies and links support personnel with the school system and in the community in support of targeted students and their families.
- Conducts quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate.
- Attends and conducts professional learning.
- Develops partnerships with community organizations to support mentoring in the middle school as well as support for other programs to promote student attendance and achievement.
- Develops knowledge of effective instructional practices, continuously monitors student success, and works with individual teachers or groups of teachers to continually improve instructional practices.
- Assists the principal in identifying areas in need of instructional improvement and change, develops a plan for addressing these improvements and changes, and provides implementation of strategies and staff development necessary to bring about improvements and changes.
- Performs related duties and responsibilities as assigned by the principal.

IMPORTANT NOTES

ESSENTIAL DUTIES

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks. (An employee who is assigned a duty or task believed to be unlawful should report the assignment to the Chief Human Resources Officer.) It should also be noted the order of duties/ responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

MINIMUM REQUIREMENTS

In filling a vacant position, preferred or required credentials regarding education, training, experience, and other bona fide occupational qualifications may be established. The credentials shown in this job description may be interpreted only as the minimum criteria existing at the time the description was developed. Other bona fide occupational qualifications and criteria may be utilized as needed in the selection process.

Revised: August 2009