



JOB TITLE	DEPARTMENT	REPORTS TO
Intervention Manager (Grant Funded)	Title I/Federal Programs	Director of School Renewal

Position No: 63010	Length of Work Year: 12 Months
Salary Schedule: VUUB	Date Approved: 7/26/11
FSLA: Exempt	Date Revised:

JOB GOAL
The Intervention Manager provides supervision and support for the implementation of the St. Lucie County School District Intervention Team for Title I schools in need of renewal. S/he assists administrators and provides oversight of teachers and staff in the full implementation of school renewal. The performance of the job responsibilities must be conducted in collaboration with the District's Teaching and Learning, Student Services, Exceptional Student Education, and federal program departments.

MINIMUM QUALIFICATIONS
<ol style="list-style-type: none"> 1. Master's Degree required. Master's Degree in Curriculum and Instruction or Educational Leadership preferred. 2. Valid Florida Teacher certification required. Certification in Behavior Analysis preferred. 3. Minimum of three years successful teaching experience. 4. Experience in school renewal to include core instruction, intervention, positive behavior programs, universal screening, progress monitoring, and databased decision making. 5. Ability to perform the functions of the position.

DUTIES AND RESPONSIBILITIES
<ol style="list-style-type: none"> 1. Demonstrate effective communication and collaboration skills to facilitate the problem-solving process for the Rtl team. 2. Provide technical assistance and support to the Rtl team, administration, and faculty. 3. To analyze school-based data to determine the effectiveness of core instruction/interventions in the areas of academics and behavior. 4. To analyze data to assist team with the development of academic and behavioral interventions. 5. Analyze universal screening and progress monitoring data to assist the Rtl team with the development of evidence-based and/or research-based Tier I, Tier II, and Tier III academic and behavioral interventions. 6. Evaluate the types (positive, questionable, poor) of response to instruction/intervention for large groups, small groups, and individual students. 7. Carry out needed research and study to gain working knowledge of Rtl and its benefits to academic achievement of students at risk. 8. Facilitate schools in the placement and monitoring of progress for students in the different interventions using data and intervention protocols. 9. Assists Rtl teams and instructional staff to implement research based, instructional practices that support the development of children's language, literacy, mathematical knowledge, and concept development based on progress monitoring. 10. Assist Rtl teams to locate and implement classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and cognitive skills.

11. Participate in the design and delivery of professional development that informs understanding of skill development for all academic areas and the differentiated strategies appropriate for each tier.
12. Support colleagues in implementing Rtl strategies through coaching and close collaboration.
13. Provide leadership and supervision to school-based Intervention Specialists.
14. Consultation and group facilitation to ensure effective communication, collaboration and technical assistance support that result in the implementation of problem-solving/ response to intervention with integrity and sustainability. Consultation and group facilitation include but are not limited to:
 - a. Building and sustaining relationships with educators from various disciplines that result in a shared vision of high academic and behavioral performance for all students
 - b. Creating environments in which educators trust that their input is respected by the group
 - c. Facilitating group consensus through
 - i. Listening
 - ii. Questioning
 - iii. Paraphrasing
 - iv. Summarizing
 - v. Synthesizing information
 - vi. Displaying empathy
 - vii. Assertive but tactful feedback
15. To perform assigned tasks in a timely and efficient manner.
16. To perform assigned tasks with a high standard of quality.
17. To perform other duties as assigned.

PHYSICAL DEMAND CLASS:

Light (L) - Frequent lifting and carrying of objects weighing 10 pounds or less. Infrequent lifting and carrying of objects weighing 11-35 pounds. Frequent walking and/or standing is required to carry out duties.