



Position Description

Middle School

English Language Arts Intervention Specialist

*Salary Level: **Based on Teacher Contract***

*Contract/Benefits: **Based on Teacher Contract***

*Department or Area: **School Improvement***

*Reports To: **TBD***

*Prepared Date: **September 22, 2021***

*Prepared by: **ED School
Improvement and Accountability***

*Approved By: **ED HR***

*Grant Funded: **2021-2024***

Qualifications:

1. An appropriate valid and current Pennsylvania Instructional II Certificate.
2. Master's Degree with 5 years successful urban teaching experience preferred, but not required.
3. In-depth and specific knowledge in content, curriculum, instruction, and assessment.
4. Experience with providing high quality English Language Arts instruction to individual students and small groups
5. Ability to analyze data to provide instruction to students to bring their skills to grade-level
6. Knowledge and experienced use of educational technologies used to support and advance student progress in English Language Arts.
7. Excellent interpersonal, problem-solving, organizational, and communication skills.
8. Satisfactory work record and criminal/child abuse clearances (Act 34, 114, and 151).

Summary:

The English Language Arts Interventionist is responsible for supporting student achievement in the area of English Language Arts with special attention to Tier II and III instruction. The Interventionist provides individual or small group instruction to students who are struggling academically. This position is also responsible for monitoring, reporting, and communicating student progress and performance.

Essential Duties and Responsibilities:

1. Provides high quality English Language Arts instruction to individual students and small groups
2. Assesses, designs, and implements interventions targeting specific student needs in the areas of English Language Arts
3. Implements the evidence-based strategies found in the School Improvement
4. Utilizes a rich array of instructional approaches, resources, and technologies to strengthen English Language Arts instruction.

5. Collaborates with Special Education facilitators and teachers.
6. Collaborates with EL facilitators and teachers.
7. Communicates with teachers, administration, and families regarding student progress
8. Assists in creating schedules and rosters for paraprofessionals and intervention periods and provides support as needed with instruction.
9. Administers, analyzes, and provides feedback on individual student assessments, as needed.
10. Utilizes data to plan and oversee extended learning opportunities to address Learning Loss in English Language Arts.
11. Meets regularly with teams and/or principal to review student assessment data and assess progress toward grade-level goals.
12. Maintains data-based documentation of continuous monitoring of student performance and progress.

Other:

1. Performs other tasks as related to the specific priorities and goals of the district.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Meets commitments made to employees; Focuses on resolving conflict; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Contributes to building positive morale; Puts success of team above own interests and recognition.

Leadership Skills

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results; Exhibits confidence in self and others; Accepts feedback from others; Gives appropriate recognition to others; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Observes safety and security procedures when appropriate; Identifies and resolves problems in a timely manner; Gathers and analyzes facts in problem-solving; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes

timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Monitors own work to ensure quality; Takes responsibility for own actions; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the intervention specialist is regularly required to talk or hear. Specifically, the intervention specialist must be capable of hearing forty (40) decibel loss maximum. Specific vision requirements include seeing with acuity of twenty (20) inches or less and far acuity of at least twenty (20) feet with normal depth perception, field of vision and accommodation. The intervention specialist is required to use hands to fingers or handle documents, telephone, etc. The employee is required to stand and walk for sustained periods of time throughout the district and climb stairs. The employee must be capable of receiving oral communication and/or conveying details and/or important instructions to employees accurately and quickly, using good judgment.

Evaluation:

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read
by:

Date:

Individual serving in this position