

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

SPECIALIST, Intervention/Inclusion

QUALIFICATIONS

- Master's Degree with Florida Department of Education certification in Educational Leadership, Exceptional Student Education (or equivalent exceptionality/service area), Guidance and Counseling, or any certification area with reading endorsement.
- Minimum of three (3) years of experience in an instructional position, such as exceptional education teacher, general education teacher, student services provider, or guidance counselor.
- Possess a current Florida Driver's License and/or have access to transportation.

KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of evaluation instruments and intervention/inclusion research.
- Knowledge of continuous improvement and school improvement processes.
- Knowledge of technical support applications as related to job functions.
- Skill in computer applications including Microsoft Office suite and District data systems.
- Skill in problem solving, human interaction, and conflict management.
- Skill in providing professional development to adult learners.
- Ability to effectively communicate with personnel in multiple departments/schools, especially classroom teachers.
- Ability to analyze, interpret, and make recommendations using student data.
- Ability to prioritize school support needs.

SUPERVISION

REPORTS TO Director, Educational Pathways and Strategic Partnerships and/or Designee
SUPERVISES No supervisory duties

POSITION GOAL

To coordinate interventions and inclusive activities at the District and building level and to facilitate a Multi-Tiered System of Supports (MTSS) for all students, and to provide leadership for improving interventions and inclusion throughout the District.

PERFORMANCE RESPONSIBILITIES

1. *Train and support District and school personnel in MTSS, intervention, and inclusion.
2. *Consult with District leaders, classroom teachers and student services personnel regarding strategies and techniques to meet student needs within the MTSS framework.
3. *Develop MTSS processes in the District's student performance data management system and provide trainings on these processes to District personnel and school-based teams.
4. *Assist school-based intervention teams and student study teams in determining education interventions which will foster student progress and support inclusion of students with disabilities.
5. *Develop and maintain resources that school-based teams can use to educate parents on the MTSS process.
6. *Collaborate with Assessment and Accountability and ESSS staff to create student performance data reports for District leadership and schools.
7. *Collaborate with other District departments to ensure alignment of school improvement efforts, instructional/behavioral interventions, and curriculum resources.
8. *Monitor implementation of, and data quality within, the District's early warning system.
9. Perform other duties as assigned by the Director, Educational Pathways and Strategic Partnerships and/or Designee.

*Denotes essential job function/ADA

EQUIPMENT / MATERIALS

Standard Office Equipment

PHYSICAL REQUIREMENTS

Sedentary Work Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

PHYSICAL ACTIVITIES

Sitting Resting with the body supported by the buttocks or thighs.
Standing Assuming an upright position on the feet particularly for sustained periods of time.
Walking Moving about on foot to accomplish tasks, particularly for long distances.
Bending Lowering the body forward from the waist.
Stooping Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
Kneeling Bending legs at knee to come to a rest on knee or knees.
Crouching Bending the body downward and forward by bending leg and spine.
Reaching Extending hand(s) and arm(s) in any direction.
Pulling Using upper extremities to drag, haul or tug objects in a sustained motion exerting up to 20 pounds of force.
Lifting Raising objects from a lower to a higher position or moving objects horizontally from position to position through the use of the upper extremities and back muscles exerting up to 20 pounds of force.
Finger Dexterity Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
Grasping Applying pressure to an object with the fingers and palm.
Feeling Perceiving attributes of objects, such as size, shape, temperature or texture by touching with the skin, particularly that of fingertips.
Repetitive Motions Substantial and continuous movements of the wrists, hands, and/or fingers.
Talking Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
Hearing Acuity The ability to perceive speech and other environmental sounds at normal loudness levels.
Visual Acuity The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

None The worker is not substantially exposed to adverse environmental conditions (such as in a typical office or administrative work.)

TERMS OF EMPLOYMENT

PAY GRADE

T \$44,580 - \$70,955
 District Salary Schedule
 Months 10
 Annual Days 196
 Weekly Hours 35
 Annual Hours 1372

POSITION CODES

PeopleSoft Position TBD
 Personnel Category 10
 EEO-5 Line 43
 Function Vary
 Job Code 1171
 Survey Code 63102

FLSA

Applicable
 Not applicable

Previous Board Approval

BOARD APPROVED

January 12, 2016
February 28, 2012
May 23, 2000

ADA Information Provided by Jason Wysong
 Position Description Prepared by Jason Wysong