

B.

PITTSFIELD, NH SCHOOL DISTRICT DIRECTOR OF INTERVENTION & TITLE 1 MANAGER POSITION DESCRIPTION

TYPE POSITION:

Full time

Manager						
D. PURPOSE: The purpose of the Director of Intervention and Title 1 Manager is to oversee and support the						
academic and/or behavioral intervention needs of all students. The Director of Intervention and Title 1 Manager						
works collaboratively with teachers to	analyze student data to ensure that	interventions are provided with fidelity				
in order for all students to fully access curriculum and to succeed in a personalized learning environment.						
E. PRIMARY TASKS, DUTIES, AND	RESPONSIBILITIES					
 Stay current on new instruction 	 Stay current on new instructional methods, technologies, curricula, and 					
intervention strategies;	intervention strategies;					
Ensure timely analysis of relevant student achievement data with appropriate stakeholders						
Ensure the quality of intervention programs						
 Develop and adopt interventions compatible with curriculum/competencies 						
 Design and support systems to monitor the progress of students receiving interventions with teachers 						
and Director of Student Services;						
 Evaluate, select, and implement technology applications to support learning; 						
 Confer with parents and teaching staff to discuss options and set priorities to meet student needs and to 						

- Complete and maintain accurate student records and prepare reports that comply with district, state or federal requirements;
- Write the Title I grant and ensure compliance with the law
- Develop and manage summer learning programs

ensure coordinated approach to intervention

POSITION TITLE:

Director of Intervention & Title I

• Confer with providers of early childhood education to create a forum for collaboration (Early Childhood Collaborative).

F. SUPERVISOR: Superintendent of Schools	G.	Ed Pa • Stu Pa	nderga lucation raprofudy Ha liraprof	arten G on fession	ienera als als	P E T	NNUA ERFO VALU IMEFF y June	RMAN ATION RAME	NCE N :	
I. LEVEL OF SUPERVISION REQUIRED:	Low									High

C. DATE CREATED/UPDATED:

10.3.19



J. MINIMUM QUALIFICATIONS:

Master's Degree

Reading Specialist Certification

K. PHYSICAL

REQUIREMENTS: N/A

Advance

motivatin

L. UNIQUE REQUIREMENTS: Advanced leadership and motivating/influencing skills

M. KNOWLEDGE, SKILLS, AND TALENTS (KST) REQUIRED

- Those KSTs considered core and required of all district staff are noted in **BOLD and UPPERCASE** and should be strong considerations when hiring new staff at all levels and in all types of positions.
- Those KSTs considered "Basic" and critical for position success are noted in BOLD and lowercase.
- Those KSTs remaining are considered "Advanced" and are highly supportive for position success.
- Letters and numbers in parens refer to the rubric descriptions in the CSSR KST Competency Library

1. Student Learning and Growth	2. Leadership and Supervision
 Assessment (A.1) Curriculum (A.4) GROWTH MINDSET (A.5) STUDENT FOCUSED / CENTERED (A.9) 	 Delegation (B.7) Instructional Leadership (B.12) Leadership (B.14) Motivating / Influencing (B.16) Political Savvy (B.19) Strategic Relationship Building (B.23) Team Building (B.25)
3. Interpersonal Skills	4 Management and Administration
 ACCURATE EMPATHY (C.1) Advising (C.3) COLLABORATION (C.5) COMMUNICATION (C.6) CULTURAL SENSITIVITY (C.9) DIPLOMACY / TACT (C.10) Listening (C.2) Relationship Building (C.13) 	 Performance Evaluation (D.8) Program Evaluation (D.10) Talent Management (D.13) Technical Expertise (D.14) Technology Savvy (D.15)
5. Thinking and Judgment	6. Personal Characteristics
 DATA-BASED DECISION MAKING GOOD JUDGEMENT LEARNS FROM EXPERIENCE Problem Solving Systems Orientation 	 Adaptability CONCERN FOR ACCURACY Courage DESIRE FOR SELF-IMPROVEMENT HIGH STANDARDS INTEGRITY POSITIVE ATTITUDE / EXPECTATIONS Professionalism Results Driven SENSE OF ACCOUNTABILITY SERVICE ORIENTATION STRONG WORK ETHIC



Strong Community-Strong Schools POSITION	DESCRIPTION				
	TEAM PLAYER				
N. SECONDARY TASKS, DUTIES, & RESPONSIBILITIES					
 Budget Preparation (D.2) Continuous Improvement (D.9), (D.10) Financial Management (D.6) Follow State Law Hiring (C.14) Multiple Pathways Organization for School Board Planning for Future Planning and Organizing (E.12) Professional Development Promoting Student Agency (A.8) Resource Allocation Visioning (B.26) 					
0. TERTIARY TASI	KS, DUTIES, & RESPONSIBILITIES				
 Coaching (C.4) Community Building ((B.4) Responsibility for Learning 					
P. PI	RIMARY CONTACTS				
 INTERNAL TO DISTRICT Building Leadership Team Dean of Instruction Dean of Operations Director of College and Career Readiness Director of Student Services District Leadership Team School Board Special Education Teachers Superintendent of Schools Teachers Unified Art Teachers 	 EXTERNAL TO DISTRICT Community Members New Hampshire Department of Education Parents / Guardians 				
Q. SECONDARY CONTACTS					
INTERNAL TO DISTRICTCommunity LiaisonIT ManagerR. TE	EXTERNAL TO DISTRICT ERTIARY CONTACTS				
INTERNAL TO DISTRICTAdvisory TeachersCPT/PLC Teams	EXTERNAL TO DISTRICTCommunity OrganizationsCivic leaders				



- Good to Great Team
- School Office Staff
- Students

S. AUTHORITY/FINAL WORD (decisions that can be made without approvals)

- Professional Development Approval
- Title I Teachers and tutor Evaluation
- Paraprofessional Evaluations

T. SUCCESS MEASURES

- The achievement gap between disaggregated groups is decreased.
- Graduates who are enrolled in institutions of higher learning are successful without remediation.
- All students that aren't proficient in math and reading are offered appropriate interventions, to the extent possible with resource consideration.
- Outreach activities are offered three times during the year, and the effectiveness of the activities and participation rate are evaluated using pre-and post surveys.
- Title I grant is on file by deadline

U. SUB-ROLE PRIORITIES

- Sub-role priorities: H = High, M = Moderate, L = Low, and X = Not Required
- Sub-roles indicators can be found in Resource Booklet

Sub-Roles	Import	Sub-Roles	Import	Sub-Roles	Import
Student Learning & Growth Related		Leadership & Supervision Related		Interpersonal Skills Related	
Advisor/Consultant/	Н	Behavior	Х	Advocate	Н
Expert		Manager			
Coach	Н	Evaluator	Н	Community	M
				Builder	
Designer	Н	Instructional	Н	Counselor	Χ
		Leader			
Instructor	Χ	Leader	Н	Facilitator	M
		Motivator	Н	Friend	Χ
				Mediator	M
				Mentor	L
				Parent	Х
Sub-Roles	Import	Sub-Roles	Import	Sub-Roles	Import
Management &		Thinking &		Personal	



Administration Related		Judgment Related		Characteristics Related	
Black Hat	Χ	Negotiator	М	Champion	М
Compliance Monitor/ Driver	Н	Troubleshooter/ Problem Solver	Н	Extra Hands	Х
Firefighter/Crisis Manager	М			Innovator	М
Manager	М			Politician	М
Professional Developer	Н				
Quality Assurance Driver	Н				

V. EEO STATEMENT

The Pittsfield School District provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to age, sex, race, creed, color, marital status, physical and mental disability, or national origin. In addition to federal law requirements, the Pittsfield School District complies with applicable state and local laws governing nondiscrimination in employment in every location in which it has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, and training.

termination, layoff, recall, transfer, leave of absence, compensation, ar	nd training.
W. SIGNATURES:	
This job description has been approved by all levels of management:	
Supervising Administrator:	Date:
Superintendent:	Date:
Employee signature below constitutes employee's understanding of the duties of the position:	e requirements, essential functions, and
Employee:	Date:

