



POSITION TITLE: RESPONSE TO INTERVENTION SPECIALIST

SUPERVISOR: SPED COORDINATOR

HOURS/STATUS: Monday-Friday / 8:00 a.m.-4:00 p.m. / 10-month Exempt

PRIMARY DESCRIPTOR: The Response to Intervention (RTI) Specialist coordinates the push-in and pull-out support in planning instruction and/or adaptation of the instructional program using the Multi-Tiered System of Supports. The RTI Specialist designs and implements specific strategies designed to promote intellectual, social, and physical growth in all students identified for intervention need. The RTI Specialist evaluates and measures the effectiveness of specific strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of support. The RTI Specialist supports the instructional programs for all students based on need by the academic team.

ESSENTIAL RESPONSIBILITIES:

- Utilize performance, survey and observation, and attendance data to help teachers identify and group children who need additional support to reach grade level proficiency
- Assist teachers in developing and implementing classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and cognitive skills
- Support teachers in documenting children's progress
- Provide input to the Student Success Team (SST) to help build understanding of student educational needs in response to behaviors and mental health needs.
- Develop and use instructional and behavioral support tools (Tier 2 Planning form, functional behavior assessment and behavior management plans)
- Utilize grade-level/subject area universal assessment tools and develop assessments for progress monitoring purposes for all teachers
- Design collaborative systems to support and share best practices to support student growth and success
- Implement and track all Tier 3 support for all identified students, design systems and tools to measure its effectiveness, and refine strategies and support as needed to improve results
- Work with the special education teachers to facilitate eligibility for special education
- Plan and implement RTI professional development opportunities
- Provide frequent, actionable feedback to students; adapting instruction either to respond to errors and misunderstandings or to raise the bar

- Ensure that 100% of students are engaged in learning; making skilled use of questioning and academic discussion to challenge students' thinking and increase rigor
- Explicit planning and monitoring to build student vocabulary range by at least 400 words per year
- Analyze data from assessments to ensure that instruction is focused on what students most need to learn and practice
- Support and use the school culture expectations and routines established by the Leadership and Student Success team
- Collaborate with Homeroom teachers and assistants, ELL, RTI, Speech and Language and other teaching specialists to appropriately support students with an Individual Education Plan (IEP) or 504 plan
- Work collaboratively with families and the wider UCCS community; in particular, reaching out to parents systematically to discuss student progress
- Participate in grade level team meetings; subject meetings and whole school meetings
- Make full use of all professional learning opportunities provided by the school; implement with fidelity the instructional methods and programs adopted by the school
- Effectively communicate with and utilize the support of staff that work within the UCCS building

ADDITIONAL RESPONSIBILITIES:

- Accomplish all other duties and tasks as appropriately assigned or requested by school leadership
- Maintain appropriate certification
- Ability to implement technology into daily lessons

KNOWLEDGE, SKILLS & ABILITIES:

- Outstanding subject knowledge and passion for teaching
- Demonstrated ability to work collaboratively with other adults
- Excellent verbal and written communication skills
- Ability to show care and compassion for others
- Effective conflict management and problem resolution skills
- Skillful organization and time management skills
- Values and promotes diversity
- Compassionate attitude and strong understanding of child development
- Nurturing teaching approach

EDUCATION, EXPERIENCE & CERTIFICATION:

- New York State Initial or Provisional Literacy Specialist or New York State Initial or Provisional Student with Disabilities Certification or Permanent Certification in Special Education or related experience or New York State Education Certificate in ELA or Math
- NYS Fingerprint Clearance

PHYSICAL DEMANDS AND WORK ENVIRONMENT:

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

While performing the duties of this job, the employee is regularly required to sit; stand, walk, use hands to handle or feel objects, tools or controls; and reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The noise level in the work environment is usually moderate.

I can, with or without reasonable accommodation(s), perform the essential functions of this position:

Employee Signature Date

DATE CREATED/REVISED: April 2020