



## Teacher – RTI<sub>2</sub>

### **Purpose Statement**

The RTI<sub>2</sub> Teacher will be responsible for supporting the implementation of high-quality research-based instructional strategies aligned to student skill deficits. The RTI<sub>2</sub> Teacher will support the development of intervention plans based on student assessment data and support schools in collecting and analyzing data to determine appropriate plans for individual students. The RTI<sub>2</sub> Teacher will work with designated school staff to design and model specific strategies using the RTI<sub>2</sub> model to facilitate tiered levels of support.

**Reports To:** Principal – Elementary, Supervisor of PreK-2 & RTI<sub>2</sub>

### **Essential Functions**

**The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.**

- Support schools in gathering, organizing, administering and interpreting assessments to provide data-informed interventions and monitor student progress.
- Responsible for planning and supporting the use of best practice literacy & math instructional strategies, including dyslexia specific interventions & specific interventions aligned to the CRA model, and research-based intervention curriculum materials to meet the learning needs of students.
- Model blended instruction and assessment best practices for teachers and share exemplar lesson plans with school staff.
- Collaborate with classroom teachers, school leaders, and families to support the development of intervention plans.
- Work closely and collaborate with the District RTI Coordinator, School Principal, Classroom Teachers & District Literacy Coach to support RTI<sub>2</sub> implementation and monitoring.
- Participate in the District & School RTI<sub>2</sub> Team.
- Participate in professional learning with content leaders and professional organizations at the state, regional and national levels in order to keep abreast of current policy and procedure related to intervention practices and use that knowledge to help shape district practice.
- Assist in the creation, collection, maintenance, and sharing of a repository of resources for intervention teachers to access once learner needs are identified.
- Support schools in executing accommodations or modifications in a student's education plan that is required by an RTI<sub>2</sub>, IEP, 504 Plan, or ELL plan.
- Provide parent opportunities to build understanding of the RTI<sub>2</sub> framework and their role in supporting student success.
- Communicate with parents of RTI<sub>2</sub> students in a professional and accurate manner regarding student progress and needs.

### **Other Functions**

- Performs other related duties, as assigned, for the purpose of ensuring the efficient functioning of the work unit.

### **Other Functions**

Support and direct RTI assistants as needed.

### **Knowledge of Job**

Has general knowledge of the policies, procedures, and activities of the School System and transportation practices as they pertain to the performance of duties relating to the job of RTI Teacher. Has general knowledge of RTI<sub>2</sub> practice, as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties. Knows how to keep abreast of any changes in policy, methods,

equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Have good organizational, human relations and technical skills. Passionately believes all students can achieve at high levels. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department.

### **Minimum Training and Experience Required to Perform Essential Job Functions**

- Minimum credential of teaching or school service personnel license
- Minimum five years successful experience in literacy & numeracy need
- Demonstrated record of success in student growth and achievement

### **Job Requirements: Minimum Qualifications**

**PHYSICAL REQUIREMENTS:** Must be physically able to operate with a reasonable level of skill a variety of office machines and equipment such as telephones, computers, calculators, copiers, fax machines, etc. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those active work. Must be able to lift and/or carry weight of twenty to forty pounds.

**DATA CONCEPTION:** Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

**INTERPERSONAL COMMUNICATION:** Requires the ability of speaking and/or signaling people to convey or exchange information. This includes giving assignments and/or directions to co-workers or assistants.

**LANGUAGE ABILITY:** Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to the job of RTI<sub>2</sub> Reading Interventionist. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

**INTELLIGENCE:** Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of RTI<sub>2</sub> Reading Interventionist.

**VERBAL APTITUDE:** Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

**NUMERICAL APTITUDE:** Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight.

**FORM/SPATIAL APTITUDE:** Requires the ability to inspect items for proper length, width, and shape, visually.

**MANUAL DEXTERITY:** Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc.

**COLOR DISCRIMINATION:** Requires the ability to differentiate colors and shades of color.

**INTERPERSONAL TEMPERAMENT:** Requires the ability to deal with people (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under considerable stress when confronted with an emergency .

**PHYSICAL COMMUNICATION:** Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

**ATTENDANCE:** A regular and dependable level of attendance is an essential function for this position.

**Experience:** See above

**Education:** See above

**Equivalency:** None specified

**Required Testing:** None specified

**Certificated & Licenses:** Teachers certification and/or license

**Continuing Education/Training:** Maintain licensure

**Clearances:** Criminal Justice fingerprint/background check clearance, Department of Children's Service clearance

**FLSA Status:** Exempt

The Henry County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

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Employee's Signature

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Supervisor's Signature

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Date

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Date