

RESPONSE TO INSTRUCTION/INTERVENTION (Rtl²) TEACHER

DEFINITION

Under direction, facilitates and coordinates the implementation of the Response to Instruction/Intervention Rtl². The Rtl² Teacher will implement strategies and instructional routines through a lesson design model that will ensure all children can achieve. The primary role of the Rtl² Teacher will include, but will not be limited to the implementation of tiered interventions as well as intervention programs to assist children who do not master grade level skills from first, high-quality classroom instruction. This position is directly responsible to the Principal.

DISTINGUISHING CHARACTERISTICS

This position classification requires expertise in the field of reading/language arts, mathematics, and English language development. Direct experience implementing elements in the Response to Instruction/Intervention (Rtl²) model is required to perform the duties and tasks required. Classroom teaching in these areas is required to perform Rtl² analyses using widely prescribed lesson design models and evidenced-and-research-based practices. The Rtl² teacher works with the Classroom Teachers, Grade Level Representatives, Elementary Intervention Teachers, Resource Teachers, Instructional Coaches, the Principal and the Student Study Team to create learning environments where they will facilitate teacher study groups and analyze student work and develop lesson designs for the enhancement of teaching strategies and instructional routines.

This position classification performs light work that involves sitting a portion of the time, but requires walking and standing for extended periods and may occasionally require moving or lifting of up to fifty (50) pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, the ability to provide oral information and direction, and the handling and transporting of instructional and assessment materials and objects.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Implements the Response to Instruction/Intervention model for increasing student growth and achievement
- Implements and monitors various assessments that impact instruction; including but not limited to universal screening, summative, progress monitoring and diagnostic data
- Assists teachers in collecting and using data to drive instruction
- Supports the principal about making data decisions about instruction
- Establishes and maintains open communication and uses effective communication skills to present information accurately and clearly
- Works with instructional coaches to develop clear criteria for placing student in intervention programs and monitors effectiveness of those programs, making adjustments to increase student growth and overall effectiveness.
- Provides direct intervention and instruction with and for general and special education teachers
- Assist in creating positive school climate
- Assist in developing small group interventions and differentiated groups based on student data
- Assist with the full implementation of state standards and district adopted instructional materials
- Attend professional training on content and teaching procedures
- Serve as a member of the school's Instructional Leadership Team

QUALIFICATIONS

Knowledge of:

Best practices, trends, goals and objectives of high quality reading, mathematics, and/or English language development instruction;

1. K-3 Reading Expert or Evidence and Research- Based Reading Expert
2. Training in assessments, data analysis, and evidence and research-based interventions, practices and strategies.
3. Experience in the following areas:
 - using assessment results to guide instruction
 - working with general education and special education students
 - teaching At-Risk, English Learner and Low SES student populations
 - differentiating instruction
 - maintaining excellent classroom management
 - providing effective, evidence and research-based interventions
 - works collaboratively with fellow staff members
 - working in collaboration with parents at all stages of the instruction and intervention process
 - monitoring the progress of students through the use of data to determine the effectiveness of the intervention
 - providing accommodations and modifications for at-risk students
 - assessing students to determine instructional need
 - developing standards-based lessons using a lesson design model
 - providing high-quality and culturally relevant, standards-based instruction in a classroom as a highly qualified teacher for at least 5 years
 - incorporating the use of technology to increase student growth and achievement
4. Participation in the SST process and providing tiered levels of interventions

EXPERIENCE AND EDUCATION

Experience:

Five years of successful teaching of reading and language arts, mathematics, or English language development and demonstrated leadership ability.

Education:

Bachelor's degree or equivalent. Depth of training in implementing best instructional practices.

OTHER REQUIREMENTS

Certification Requirement:

Possession of a valid California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching. Preferred Masters in Reading or Reading Certificate.

Ability to meet District standards for physical and mental health.

License Requirement:

Possession of a valid California Motor Vehicle Operator's License.

Condition of Employment:

Insurability by the District's liability insurance carrier.