

BEMIDJI AREA SCHOOLS
POSITION JOB DESCRIPTION

ORIGINATION DATE May 11, 2011
LAST REVISION DATE May 11, 2011

POSITION TITLE Response to Intervention Special [Teacher on Spec. Assign.] BAND & GRADE C-5-2-13

IMMEDIATE SUPERVISOR Director of Curriculum and Federal Programs

Job Summary (Basic Purpose of Position)

Assists in the implementation of a District-wide Response to Intervention (RtI) program. Provides staff training, support for professional learning communities, technical assistance, data collection and management, communication, and guidance in building the District's RtI program.

SUPERVISOR

EMPLOYEE

NOTE: The signature of the supervisor and employee indicates they have read this job description and agree with its contents.

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D, W	WC	NECESSARY SKILLS, KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS					
PROVIDE STAFF TRAINING 1.01 Provide staff development for teachers and administrators in data analysis and research based instructional practices. 1.02 Work with administrators to educate all staff members on the understanding of data and the relationship of the data to instruction. 1.03 Present training for District employees on the use of RtI related software and software updates. 1.04 Assist administrators in facilitating building level professional learning communities and achieving building and				KNOWLEDGE OF: 1.01 District policies and procedures. 1.02 District and state reporting procedures and requirements. 1.03 State special education statutes and rules. 1.04 Learning and developmental theory 1.05 Applicable local, state and federal rules, regulations and laws. 1.06 Other agencies	1.01 Provided appropriate training. 1.02 Provided training on the use of data and its relationship to instructional practice. 1.03 Trained staff on the correct use of RtI software. 1.04 Assisted in the facilitation of PLCs

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D, W	WC	NECESSARY SKILLS, KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
--	----------------	----------------------	----	--	---

NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS

<p>District improvement goals.</p> <p>PROVIDE TECHNICAL ASSISTANCE:</p> <p>2.01 Participate as directed by principals on problem-solving teams.</p> <p>2.02 Assist schools with establishing the framework and structure of benchmark testing and team planning meetings.</p> <p>2.03 Consult with staff on software use concerns.</p> <p>2.04 Consult with staff regarding intervention resources.</p> <p>2.05 Develop and implement an effective referral process to help students receive specific interventions and special services.</p> <p>2.06 Coordinate, implement, and report assessment results for benchmark testing and progress monitoring.</p> <p>2.07 Assist administrators in reviewing student assessment data and progress toward grade-level, school-wide, and district-wide improvement goals.</p> <p>2.08 Develop and implement scientifically based, tiered-model intervention responses.</p> <p>DATA COLLECTION & MANAGEMENT</p> <p>3.01 Ensure fidelity of intervention practices.</p> <p>3.02 Maintain focus on student achievement</p>				<p>ABILITY TO:</p> <p>1.01 Plan</p> <p>1.02 Organize</p> <p>1.03 Communicate.</p> <p>1.04 Motivate.</p> <p>1.05 Build consensus.</p> <p>1.06 Direct others</p> <p>1.07 Meet established deadlines</p> <p>1.08 Communicate effectively; both orally and in writing.</p> <p>1.09 Assist in the training of others.</p> <p>1.10 Establish and maintain effective interpersonal relationships.</p> <p>1.11 Mediate and resolve conflicts.</p> <p>1.12 Conduct group processes and activities.</p> <p>1.13 Conduct group meetings.</p> <p>1.14 Meet established deadlines.</p>	<p>2.01 Participated in problem-solving teams as requested.</p> <p>2.02 Assisted in the establishment of a structure for benchmark testing</p> <p>2.03 Responded to staff questions about software use.</p> <p>2.04 Responded to staff requests for assistance regarding intervention resources.</p> <p>2.05 Developed and implemented an effective referral process.</p> <p>2.06 Benchmark testing and progress monitoring has been completed.</p> <p>2.07 Assisted in the review of student assessment data and progress to improvement goals.</p> <p>2.08 Developed and implemented appropriate intervention responses.</p> <p>3.01 Intervention practices were applied correctly and</p>
---	--	--	--	---	--

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D, W	WC	NECESSARY SKILLS, KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
--	----------------	----------------------	----	--	---

NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS

<p>through the RtI process.</p> <p>3.03 Conduct periodic case review to assure intervention integrity and fidelity.</p> <p>3.04 Support staff in analyzing reports.</p> <p>3.05 Develop and implement a continuing program evaluation process for at risk students.</p> <p>3.06 Interpret local, state and national criterion referenced and norm referenced assessment data.</p> <p>3.07 Monitor student performance via assessment data.</p>					<p>effectively</p> <p>3.02 Focus on student achievement has been maintained.</p> <p>3.03 Case reviews have been completed.</p> <p>3.04 Assisted staff in report analysis.</p> <p>3.05 Developed and implemented a program evaluation process.</p> <p>3.06 Interpreted assessment data.</p> <p>3.07 Used assessment data to monitor student progress.</p>
<p>PROVIDE EFFECTIVE COMMUNICATION</p>					
<p>4.01 Facilitate communication as needed.</p> <p>4.02 Employ adult education instructional skills.</p> <p>4.03 Provide effective feedback, critical and positive, to staff regarding RtI implementation.</p> <p>4.04 Work with administrators and teachers to facilitate communication with parents and students.</p>					<p>4.01 Facilitated communication as requested.</p> <p>4.02 Used adult training techniques and methods.</p> <p>4.03 Provided effective feedback for staff implements RtI interventions.</p> <p>4.04 Facilitated communication with parents and students.</p>
<p>RtI PROGRAM GUIDANCE:</p>					
<p>5.01 Assist staff in matching program needs to their resources.</p> <p>5.02 Assist in developing District and school improvement goals.</p> <p>5.03 Meet as scheduled with school and</p>					<p>5.01 Assisted staff in identifying appropriate resources.</p> <p>5.02 Assisted in the development of improvement goals.</p> <p>5.03 Attended and participated in</p>

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D, W	WC	NECESSARY SKILLS, KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
--	----------------	----------------------	----	--	---

NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS

District teams.					school and District team meetings.
OTHER: 6.01 Perform other duties as assigned.					6.01 Completed assigned tasks.

MINIMUM QUALIFICATIONS: Current Minnesota licensure as a teacher or counselor.

PREFERRED QUALIFICATIONS: Possession of or eligibility for licensure as a Reading Specialist or Remedial Reading.