



Park Hill School District

PARK HILL SCHOOL DISTRICT

Position Description

POSITION TITLE: Response to Intervention Facilitator/
Assistive Technology Facilitator
(RtI/AT Facilitator)

F.L.S.A. Exempt

REPORTS TO: Director of Special Services

QUALIFICATIONS:

- Bachelor's degree (master's degree preferred) in early childhood, elementary education, reading and/or math, special education, school psychology or a closely related field
- Minimum of three years' experience teaching regular or special education
- Preference given to candidates with K-12 Administrative License
- Knowledge of research related to Response to Intervention
- Understanding of scientifically based reading research, reading development, and developmentally appropriate instruction for children
- Leadership experience, organizational skills, and communication abilities to effectively coach and support teachers and their instructional teams
- Knowledge of Assistive Technology needs for special needs students
- Ability to lead professional development opportunities in both areas of job assignment
- Knowledge of continuing research into changes in RtI and Assistive Technology administration at the district level

TERMS OF EMPLOYMENT: As designated by Board policy, the teachers' work calendar & salary schedule.

ESSENTIAL FUNCTIONS:

- Member of District RtI Team/District AT Team
- Help formulate District RtI Manual and Processes
- Coordinate RtI practices at both elementary and secondary levels with support
- Carry out needed research and study to gain full working knowledge of RtI
- Research and identify appropriate curriculum based measurement tools to provide frequent monitoring of students' progress

- Guide process for purchase of additional intervention materials and assistive technology devices/programs
- Identify evidence-based instructional programs which may be adopted by district to improve instructional methods in classrooms where needed
- Monitor general classroom Reading and Math instruction to ensure the use of sound teaching practices consisting of evidence-based instructional practices which are implemented with fidelity
- Promote the use of researched-based interventions in Tier II—Title I classrooms and Tier III—Special Education classrooms
- Plan and deliver ongoing staff development for teachers and paraprofessionals with respect to RtI
- Help teachers and instructional staff develop research-based instructional practices that support the development of children’s language, early literacy, and mathematical background knowledge and concept development
- Oversees data collection and progress monitoring at every tier
- Use data to help teachers plan whole and small group instruction
- Use teacher coaching tools effectively (quality indicators, videos, modeling, etc.)
- Use data to help teachers identify and group students who need additional help
- Support teachers in documenting student progress
- Work with special education director, building administrator, and Teacher Assist Team (TAT) team to facilitate eligibility for special education
- Review, process, and monitor all TAT team/special education referrals
- Serve as consultant to special education and reading interventionists in the implementation of research-based best practices
- Serve as consultant and trainer for special education teachers in the programming of student devices
- Partners with the elementary and secondary principals on the general operations of both RtI and Assistive Technology needs with Park Hill Schools.