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**JOB DESCRIPTION: RESPONSE TO INTERVENTION (RTI) SPECIALIST**


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<b>DEPARTMENT:</b>	Instruction – FLVS FT	<b>REPORTS TO:</b>	Manager, ESE FLVS FT
<b>JOB CLASS:</b>	Instructional Specialist	<b>PAY GRADE:</b>	Instructional Specialist
<b>EXEMPT STATUS:</b>	Exempt	<b>DATE:</b>	02/12/2014

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***Our Mission is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success.***

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**POSITION GENERAL SUMMARY:**

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 (MTSS) model to facilitate student learning in accordance with district policies and state guidelines. 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 MTSS strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of support. The RTI Specialist supports the instructional programs with regular and special education teachers.

**ESSENTIAL POSITION FUNCTIONS:**

- Utilize performance, survey and observation, and attendance data to help teachers identify and group children who need additional support
- 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
- Facilitate the Student Support Team (SST) process with the principal, support staff, parents, and instructional staff
- Develop and use instructional and behavioral support tools (Tier 2 Planning form, SST forms, functional behavior assessment and behavior management plans) effectively
- Gather and organize grade-level/subject area universal assessment tools and develop assessments for progress monitoring purposes for all teachers
- Design collaborative systems to support the sharing of MTSS best practices
- 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 managers, school psychologist and SST participants to facilitate eligibility for special education
- Schedule, organize, and conduct RTI meetings in a virtual environment
- Plan and implement RTI professional development opportunities
- Maintain and update on-line resources with RTI forms and information
- Facilitate data driven conferences with teachers to effectively inform instruction during Professional Learning Community meetings
- Assist in preparing and submitting the school improvement plans for struggling learners
- Assist with managing IDEA and Section 504 activities that fall under Child Find requirements

- Assist in producing required Federal, State and District reports in relation to general education interventions and Child Find responsibilities and ensure compliance with legislative mandates regarding intervention programs and documentation
- Develop and inform students of reasonable rules concerning classroom procedures and behavior and maintain a safe and orderly classroom environment
- Employ a variety of instructional techniques, instructional media, and performance assessments, which guide the learning process toward academic achievement and curriculum goals
- Assess the accomplishments of students in a variety of ways on a regular basis and provides progress reports as required
- Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations
- Administer and analyze standardized testing data and adjust instructional strategies, as needed, to maximize probability of student success
- Build effective relationships with parents and students through regular communication and availability to students and parents
- Participate in professional growth and development, staying abreast of current research through continuing education, educational seminars, workshops, conferences, membership in professional organizations of the subject taught, and attendance at district-sponsored in-service opportunities
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- All work responsibilities are subject to having performance goals and/or targets established

*(These essential functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other job related duties as required.)*

#### **MINIMUM REQUIREMENTS:**

##### ***Education/Licensure/Certification:***

- Bachelor's degree in a related field
- Valid Florida Professional Teaching Certificate in appropriate area as designated
- Reading endorsement preferred;
- ESE K-12 certification preferred

##### ***Experience:***

- Three years' teaching experience
- One year successful experience using the RTI process
- Experience in teaching special education, English, and/or math, preferred
- One year online teaching, preferred

##### ***Knowledge, abilities and skills:***

- Ability to read, analyze, and interpret professional journals, technical procedures, textbooks, and government regulations
- Ability to write reports and general correspondence
- Ability to present information effectively, both verbally and in writing, and respond appropriately to questions and concerns from individuals and groups of educators, administrators, parents, students, and the general public

- Ability to communicate using correct grammar
- Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists
- Ability to define problems, collect and analyze data, establish facts, and draw valid conclusions
- Ability to interpret a variety of instructions furnished in written, verbal, diagram, or schedule form and to understand abstract and concrete variables
- Ability to use available information and develop realistic long-term and short-term plans for curricular goals
- Ability to apply knowledge of current research and theory to the instructional program
- Ability to perform duties with awareness of all district, state, and federal requirements
- Ability to plan and implement lessons based on district and school objectives and student needs and abilities

#### **CORE COMPETENCIES FOR SUCCESS:**

<p><b>COMMUNICATION SKILLS</b></p> <p><i>Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; Shares ideas and perspectives and encourages others to do the same; Informs others involved in a project of new developments; Disseminates information to other employees, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor well informed about progress and/or problems in a timely manner; Writes in a clear, concise, organized and convincing way for a variety of target audiences; The written message is consistently error-free; The written message has the desired effect on the target audience</i></p>	<p><b>CUSTOMER FOCUS</b></p> <p><i>Prioritizes customers (internal and external) and their needs as primary and is dedicated to meeting their expectations; Develops and maintains customer relationships; builds credibility and trust; Quickly and effectively solves customer problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the customer; Actively promotes FLVS in community by serving as a FLVS ambassador or volunteer</i></p>
<p><b>INTERPERSONAL SKILLS</b></p> <p><i>Relates well with others; Treats others with respect; Shares views in a tactful way; Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways; Considers and responds appropriately to the needs, feelings and capabilities of others; Fosters an environment conducive to open, transparent communication among all levels and positions; Takes the initiative to get to know internal and external customers</i></p>	<p><b>FUNCTIONAL /TECHNICAL EXPERTISE</b></p> <p><i>Has the skills, abilities, knowledge and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in organized and timely fashion</i></p>

#### **INDIVIDUAL CONTRIBUTOR COMPETENCIES FOR SUCCESS:**

<p><b>PEER RELATIONSHIPS</b></p> <p><i>Finds common ground and solves problems for the good of all; Can represent his/her own interests and yet be fair to other groups; Solves problems with peers with minimal "noise"; Is seen as a team player and is cooperative; Easily gains trust and support peers; Encourages collaboration; Is candid with</i></p>	<p><b>CREATIVITY</b></p> <p><i>Comes up with a lot of new and unique ideas; Easily makes connections among previously unrelated notions; Tends to be seen as original and value-added in brainstorming sessions; Takes calculated risks; Is not afraid to try new things and potentially "fail fast"</i></p>
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<i>peers</i>	
<p align="center"><b>SELF KNOWLEDGE</b></p> <p><i>Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; isn't defensive; Proactively seeks to understand his/her strengths and areas for growth; applies information to best serve organization; Recognizes how his/her behavior impacts others and incorporates insight into future interactions</i></p>	<p align="center"><b>PLANNING</b></p> <p><i>Accurately scopes out length and difficulty of tasks and projects; Sets objectives and goals; Breaks down work into the process steps; Develops schedules and task/people assignments; Anticipates and adjusts for problems and roadblocks; Measures performance against goals; Evaluates results</i></p>
<p align="center"><b>ORGANIZING</b></p> <p><i>Uses his/her time effectively and efficiently; Concentrates his/her efforts on the more important priorities; Can attend to a broader range of activities as a result of organizing time efficiently; Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once to accomplish a goal; Arranges information and files in a useful manner</i></p>	<p align="center"><b>PROBLEM SOLVING</b></p> <p><i>Uses rigorous logic and methods to solve difficult problems with effective solutions; Probes all fruitful sources for answers; Can see hidden problems; Is excellent at honest analysis; Looks beyond the obvious and doesn't stop at the first answers</i></p>
<p align="center"><b>DRIVE FOR RESULTS</b></p> <p><i>Can be counted on to exceed goals successfully; Very bottom-line oriented; Steadfastly pushes self and others for results; Is full of energy for the things he/she sees as challenging; Not fearful of acting with a minimum of planning; Consistently seizes opportunities; Consistently exceeds goals</i></p>	

**PHYSICAL REQUIREMENTS AND ENVIRONMENTAL CONDITIONS:**

- Location: Remote
- Frequency of travel: Occasional travel is required for meetings, trainings and conferences; location may vary and may require overnight stays
- Light physical activities and efforts required working in an office environment

*(Reasonable accommodations will be made in accordance with existing ADA requirements for otherwise qualified individuals with a disability.)*

*FLVS does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law.*