

Trinity Basin Preparatory

Job Title:	Response to Intervention Teacher –Title I Funded Position	Reports To:	Principal
Location:	Central Administration	Hours:	As needed
Job Classification:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Position Type:	<input type="checkbox"/> Part Time <input checked="" type="checkbox"/> Full Time
Job Function			
<p>Under the guidance and supervision of the Principal, the Response to Intervention Teacher provides research-based educational and behavioral support services to students and teachers, in both classroom inclusion and pullout settings, designed to develop grade-level math and reading skills.</p>			
Duties			
<p>ESSENTIAL DUTIES AND RESPONSIBILITIES include, but are not limited to the following. Other duties may be assigned by the Principal.</p> <ul style="list-style-type: none"> • Plans and prepares effective instructional activities, materials, learning centers, and assessments as needed. • Provides whole group, small group, and/or one to one instruction. • Provides small group and/or one to one tutoring as needed. • Manages student behavior in accordance with the Student Code of Conduct, the student handbook, and campus policies and procedures. • Monitors students in various settings (classroom, drop off, pick up) as assigned by campus administration. • Maintains a professional relationship with students, parents, faculty and staff. • On-site regular attendance. • Participates in staff development activities to improve job related skills. • Maintains appropriate confidentiality of student information. • Understands and complies with all district policies, procedures, and expectations, as articulated in the Faculty handbook or as communicated by administration. • Participates in extracurricular activities, district/school committees, and other opportunities to develop a positive school community. • Uses identified scientifically, research-based interventions focused specifically on providing high quality general education instruction to students who are identified as at-risk in reading and/or math. • Provides information, training, and instructional support to general education teachers regarding the three-tiered RTI model. • Implements the RTI model of increasingly intense student interventions and monitors student progress according to prescribed progress monitoring and benchmarking procedures. • Participates in universal screening activities and analyzes the data to identify students in need of RTI services. • Serves on Student Support Team. • Meets and collaborates frequently with classroom teachers, teams/departments, campus administrators, and/or member of the instructional leadership team to ensure consistency of instructional delivery, classroom management, and campus procedures. • Assists teachers and Instructional Coordinators in interpreting assessment data, both formal and informal, to drive instruction. • Uses data to identify specific needs and provide small group instruction/intervention to specifically identified at-risk students, such as students with dyslexia, etc. 			

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- Provides appropriately differentiated instruction based on data results, including small group instruction and progress monitoring;
- Assists and supports classroom teachers in implementing appropriate classroom management strategies and student behavior plans to maximize student achievement.
- Maintains data-based documentation of continuous monitoring of student performance and progress during interventions.
- Maintains student lists, tracking forms, and informational reports as required by Principal and/or instructional leadership team.
- Utilizes all available resources to enhance instruction.
- Provides ongoing support for planning and classroom implementation of literacy and numeracy curriculum.
- Models research-based reading and math instruction, intervention, and content literacy strategies.
- Collaborates with instructional leadership team to develop parent/family capacity to assist students in developing math and reading skills.
- Performs any and all other duties as assigned by the Vice Principal, Principal, Dean of Academics and Instruction, and Director of Education.

Skills/Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of constituents or employees of organization.

Ability and/or willingness to learn to use and understand Microsoft Office for spreadsheets, letters and other written communications in order to effectively communicate information with employees, administration and the Board.

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

While performing the duties of this job, the employee is regularly required to sit; use hands to grasp, handle, or feel; and talk or hear. The employee is regularly required to stand, walk, and reach with hands and arms. The employee must occasionally lift and /or move up to 25 pounds.

Requirements

- Bachelor's degree from a four-year college or university.
- Valid Texas Teaching Certification.
- Extensive knowledge of research-based strategies for teaching reading and math.

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JOB DESCRIPTION ACKNOWLEDGEMENT FORM

This job description is intended to describe the nature and level of work performed by people assigned to this position. It is not to be construed as an exhaustive list of all responsibilities and duties of the job incumbents.

Upon review of the job description and requirements:

_____ I am able to perform the essential functions of the job

_____ I am not able to perform the essential functions of the job without accommodations. (Please list the accommodations needed to perform the job functions).

_____ I am not able to perform the essential functions of the job even with accommodations.

I have received a complete copy of the job description and understand the requirements of the job.

Employee Name (*Please PRINT*): _____

Employee Signature: _____

Date received: _____

Supervisor's Name (*Please PRINT*): _____

Supervisor's Signature: _____

Date reviewed: _____

****For office Use**

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