

## **POSITION TITLE:** Coordinator of Academic Response to Intervention

**QUALIFICATIONS:** Postgraduate professional license with a Reading Specialist or Mathematics Specialist endorsement preferred. At least three years of successful teaching experience. Experience designing and leading professional development for teachers and administrators. Expansive knowledge of Virginia Standards of Learning and Curriculum Frameworks. Clear knowledge of Virginia Educator Performance Standards. Comprehensive knowledge of Federal Individuals with Disabilities Education Act (IDEA) laws and regulations to ensure plans and strategy are aligned with division and state guidelines. Working knowledge of grant funding, monitoring, and management requirements used to leverage intervention strategy goals against grant funding streams. Clear knowledge of Richmond Public Schools Response to Intervention (RTI) framework used; ability to clearly establish student centered performance objectives and evaluation criteria. Demonstrates an aptitude for articulating a clear vision for ensuring equitable access to high quality interventions and support. Embodies professional development and training expertise. Excels in communicating with individuals and small groups. Works autonomously and collaboratively to solve problems and develop innovative solutions.

**PERFORMANCE EXPECTATIONS:** The Coordinator of Academic Response to Intervention provides guidance and support to schools regarding the development and implementation of the multi-tiered Response to Instruction (RTI) framework. The coordinator leads the development and management of academic intervention strategies. The coordinator assist in setting the strategic direction related to grants that serve the RTI framework including, but are not limited to Coordinated Early Intervention Services and Title I funding. Oversees the development and implementation of systematic RTI across the school division. Provides leadership and support in meeting the tiered needs of students in the areas of academic development for students with gaps in their learning. Analyzes student progress monitoring and achievement data to determine the needs of students across the district. Employs data to assist school-based personnel in monitoring the effectiveness of RTI implementation. Monitors RTI support and student outcomes to ensure all students have equitable access to appropriate high quality interventions. Assists in managing the Coordinated Early Intervention Services grant strategy and monitoring. Collaborates with the division Culture, Climate, and Student Services Team to build and execute the division multi-tiered systems of supports. Collaborates within the Teaching and Learning and Grants departments to build, implement, and analyze academic support interventions that enable students with gaps in their learning, to make progress and move toward academic proficiency. Develops and provides RTI professional development for school and division leadership. Assists the Director of Academic Programs and Supports in designing, and upholding procedures relative to administrative regulations, and drafting of recommendations relative to School Board Policy. Assists in the preparation of data for local, state and federal reports. Performs other duties as assigned

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Duties performed typically in an office setting. Performs professional work providing teaching and/or training services to school and division personnel. Work requires frequent standing, sitting, light lifting up to 10 pounds, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at normal spoken word levels, and visual acuity for preparing and analyzing written or computer data.

**REPORTS TO:** Director of Academic Programs and Supports