



DPS109 Job Description

Response to Intervention Specialist

GENERAL INFORMATION

<i>TITLE</i>	Response to Intervention (RtI) Specialist
<i>DEPARTMENT</i>	RtI Specialists
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	Reading Specialist, LBS1 , or related student services endorsement
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Non-exempt
<i>REPORTS TO</i>	Building Administrators
<i>SUPERVISORY RESPONSIBILITIES</i>	N/A
<i>PRIOR EXPERIENCE</i>	Successful K–12 instructional experience; intervention systems experience preferred.
<i>EVALUATION</i>	Evaluated by the Principal, Assistant Principal, and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, and an artifact file. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers who have attained tenure in District 109 shall be three school years unless job performance is deemed as “needs improvement” or “unsatisfactory.”

JOB GOAL(S)

Under general supervision, the employee will:

- Provide and sustain a high-quality, consistent Response to Intervention/MTSS system that proactively identifies student needs and coordinates evidence-based academic and/or behavioral interventions, progress monitoring, and problem-solving practices to improve student outcomes and ensure fidelity of implementation.

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

RtI/MTSS Leadership & Implementation

- Facilitate and monitor implementation of the RtI/MTSS framework (tiered supports, teaming structures, decision rules, intervention documentation, and fidelity practices).
- Collaborate with building administration, instructional leaders, specialists, and support staff to ensure RtI/MTSS systems are implemented consistently and aligned to district expectations and school improvement priorities.
- Coordinate and/or lead problem-solving teams, including meeting agendas, protocols, documentation, and follow-through on action steps.
- Establish and maintain clear communication structures among general education, specialized services, and related service providers to ensure cohesive supports for students.

Data, Universal Screening, Progress Monitoring, and Decision-Making

- Support implementation of universal screening and progress monitoring systems; ensure data are collected, organized, and used for timely, data-driven decisions.
- Analyze and interpret student data (academic/behavioral) with staff to identify needs, set measurable goals, and determine appropriate tiered supports.
- Maintain dashboards/reports (as applicable) for intervention entry/exit, growth trends, and fidelity indicators; communicate findings to stakeholders to drive continuous improvement.

Intervention Coordination and Support

- Assist staff in identifying, selecting, and scheduling appropriate evidence-based interventions and ensuring interventions are delivered as designed.
- Coordinate intervention schedules and service delivery models to maximize student access to core instruction while receiving supplemental/intensive supports.

- Provide direct intervention support and/or model lessons/strategies when assigned, consistent with district needs and licensure.
- Support classroom teachers and interventionists with materials, routines, and implementation coaching to strengthen fidelity and effectiveness.

Professional Learning, Coaching, and Capacity Building

- Train and coach staff on RtI/MTSS practices including: tiered instruction, intervention protocols, progress monitoring tools, and data-based problem-solving.
- Develop and maintain RtI/MTSS resources (guides, templates, forms, & decision rules) with consistent use.
- Collaborate with curriculum/instructional leadership to align Tier 1 core instruction supports with intervention outcomes and identified learning gaps.
- Manage support staff assigned to assist with RtI/MTSS practices as applicable.

Family Communication and Student Support Documentation

- Communicate with families regarding intervention processes, progress updates, and collaborative problem-solving as appropriate, ensuring clarity, consistency, and responsiveness.
- Ensure accurate and timely documentation of interventions, progress monitoring, and team decisions in the district’s selected platform(s) and in compliance with district expectations.

Compliance, Coordination with 504/Special Education (as needed)

- Maintain awareness of state/federal requirements and district procedures related to interventions, data documentation, and referral considerations; support teams in following required processes.
- When assigned, collaborate with 504/Special Education personnel to ensure RtI/MTSS documentation supports appropriate decision-making and due process timelines.

MENTAL DEMANDS

Knowledge

The employee possesses knowledge of multi-tiered systems of support, evidence-based intervention practices, universal screening, progress monitoring, and data-based decision-making.

Ability

The employee shall possess the Ability to lead teams, facilitate meetings, coach adults, interpret student data, communicate clearly, maintain confidentiality, and manage multiple timelines/priorities.

Education/Preparation

The employee shall possess a Bachelor’s degree required; advanced degree preferred (role-dependent). Appropriate Illinois licensure/endorsements aligned to assignment.

Reasoning

The employee shall possess the ability to solve complex problems using incomplete information, apply decision rules consistently, and exercise sound professional judgment.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk, hear, and use hands to handle or operate materials and equipment. The employee may occasionally be required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and move up to 30 pounds. Specific vision abilities required include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

While performing the duties of this job, the employee regularly works within an educational environment and may occasionally work outdoors. The noise level is typical of school settings and considered moderate. The employee works with students of varying ages and abilities and is directly responsible for their safety, well-being, and work output. Duties may occasionally be performed in libraries, cafeterias, parking lots, gymnasiums, auditoriums, hallways, playgrounds and on field trips away from the school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

ADOPTED

•February 12, 2026