



DEPEW UNION FREE SCHOOL DISTRICT

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NOTICE OF VACANCY

POSITION: **Building Response to Intervention
Coordinator**

SALARY: Remuneration in accordance with DTO contract

START DATE: September 1, 2019

QUALIFICATIONS: Skills and/or experiences required:

- Proficiency with Microsoft Excel, Google Drive
- Experience with the Power School Student Management system, 95% Group Intervention Materials, and Renaissance Learning (STAR) is desired
- Familiarity with RtI, and all Common Core Learning Standards

Candidates must have a master's degree in education with expertise in early childhood education, elementary education, reading, language arts, math, special education, school psychology or a closely related field and three or more years of successful professional teaching experience teaching.

Candidates must have experience in helping children develop literacy skills or beginning reading. Candidates must also demonstrate a deep understanding of scientifically based reading research, reading development in young children/adolescents, and developmentally appropriate instruction for children.

Candidates must demonstrate the leadership experience, organizational skills, and communication abilities to effectively support teachers and their instructional teams.

Reports to: Building Principal and Assistant Superintendent of Curriculum and Instruction

Job Description: One position each for:

- Grades K -5
- Grades 6-8
- Grades 9-12

This is a one year appointment with responsibilities for the 2019-20 school year. These positions shall receive remuneration in accordance with the D.T.O. contract in the same manner as Department/Grade Level Chairpersons.

Depew Union Free School District's RTI model of problem solving has three tiers: tier one is high quality instructional program for all students; tier two is targeted interventions for children who are not making typical or expected progress; and tier three is individualized specialist support, typically through special education. The RTI Coordinator supports the three tier model of progressive interventions for language, literacy, mathematics and positive behaviors.

Position Description: The Response-to-Intervention Coordinator

Tier 1 - Ensures a high-quality classroom experience for all children. Uses data from behavioral and instructional assessments to identify areas of strength and opportunity.

- Works with teachers and instructional staff to create a print-rich and engaging physical environment for children.
- Works with teachers and instructional staff in establishing and supporting positive classroom climates.
- Helps teachers and instructional staff develop research-based, instructional practices that support the development of children's language, literacy, and mathematical background knowledge and concept development.
- Uses data to help teachers plan whole group and small group instruction. Facilitates grade level/department meetings to review universal screenings, benchmark, diagnostic and progress monitoring data.
- Provides turnkey training for staff on RTI screening and progress monitoring tools (such as AIMSweb, STAR, eDoctrina, 95% Group)

Tier 2 - Supports teachers in developing and implementing secondary interventions

- Uses data to help teachers identify and group children who need additional supports.
- Helps teachers develop and implement classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and cognitive skills.
- Supports teachers in documenting children's progress.
- Facilitates the Student Support Team (SST) process with the principal, support staff, parents, and instructional staff.
- Uses instructional and behavioral support tools (Tier 2 Planning form, SST forms, functional behavior assessment and behavior management plans) effectively.

Tier 3 - Coordinates individualized and tertiary support

- Works with the Director of Special Education, Building Administrators, School Psychologists, Director of Pupil Personnel to facilitate eligibility for special education.
- Support special education staff in the implementation of research-based best practices.
- District and building level support
- Serves on the building data team

- Ability to articulate vision and goals
- Oversees data collection and progress monitoring at every tier
- Provide support and technical assistance at every tier
- Create a digital storage area to include resources and interventions on Google Drive
- Responsible for assisting with development and implementing the District's RtI plan
- Responsible for supporting intervention software
- Communicates effectively with students, staff, and community
- Demonstrates sensitivity to teachers' individual differences and cultural backgrounds
- Allocates time and resources effectively
- Respects confidentiality
- Supports instructional staff's engagement in professional development workshops including oneself
- Serves as a member of the CDEP committee and Instructional Leadership Team

Interested persons should submit a letter of interest on or before **May 17, 2019** to:

Susan B. Frey, Assistant Superintendent
for Curriculum, Instruction and Personnel
Depew Union Free School District
5201 S. Transit Road
Depew, NY 14043

May 13, 2019