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| **At a Glance: School Level RTI2 Support Team Assignment of Roles and Responsibilities** |
| **Name(s)** | **Roles** | **Responsibilities** |
|  | Principal/Designee | Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI2 chair/facilitator and a team of representatives from the school level. |
|  | Chair/Facilitator | Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. |
|  | Instructional Coach | Critiques established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students. |
|  | Classroom Teachers* Elementary
* English/language arts
* Mathematics
* Other
 | Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students. |
|  | Specialists* School Psychologist
* Special Education
* Speech/Language
* Others
 | The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation. |
|  | School Counselor | Instructional planning according to academic ability using analysis of appropriate assessments; consults with teacher/students to ensure delivery of high quality instruction/intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students. |
|  | Teacher of English Learners (ELL) | Serves students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students. |
|  | Parents | Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI2 process. To establish effective reporting of progress to parents.  |