

Title Programs Roles and Responsibilities

Title One: Reading and Math Support Teacher

Reports To: Elementary Principal

The primary focus of the Title I Reading and Math Support program is to provide learning support for students who are most at risk academically. Title I services are designed to support classroom instruction.

Educational Pedagogy:

- Knowledge of content-related pedagogy
- The ability to adapt curriculum to meet student needs.
- The ability to assess learning achieved by students using various methods to monitor the effectiveness of teaching strategies.
- The ability to differentiate instruction.
- The ability to use technology to communicate, record assessment results, and research current trends in language arts and math instruction.
- The desire to engage in continuing education and skills improvement.

Direct Instruction of Students: The primary focus of the Title I program is to provide learning support for students who are most at risk academically. Title I services are designed to support classroom instruction not supplant.

- Work with grade level teams to identify students for the Title I Program.
- Teach small groups of students to support the reading and math program
- Provide targeted assistance to students in accordance to their READ Plans and/or RtI plans using appropriate instructional methods and materials.
- Develop healthy academic self-esteem in students
- Use a variety of teaching and assessment strategies
- Coordinate instruction with classroom teachers
- Coordinate the READ ACT process (assessment analysis, ILP determination, Alpine Achievement recordkeeping, conferencing with parents twice a year)
- Gather information and assist in preparing the school-wide Title I Plan
- Assist in the preparation and submission of Title I reports
- Keep all records as regulated by the Title I program
- Collaborate with para-educators to coordinate educational technology with other aspects of target instruction. Such as Earrobits, Waterford
- Coordinate instructional schedules to allow student access to educational technology
- Mentor and coach para-educators as they work with individual student or small groups.
- Coordinate other learning opportunities for students such as: summer school, tutoring opportunities.

Implement State and Federal Initiatives: Stay current with all information necessary for the implementation of the state and federal initiatives such as :

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- **DIBELS**
 - Stay current with all DIBELS programming and technology
 - Maintain all DIBELS databases.
 - Train and monitor other DIBELS testing personnel.
 - Train classroom teachers to access the DIBELS site including:
 - How to use the data to make educational decisions
 - How to use the reports with parents to explain student profiles.
 - Administer DIBELS assessment benchmarking periods.
 - Monitor the progress of identified students using DIBELS.
 - Report progress regularly to classroom teachers and parents by accessing and creating reports documenting student progress and growth.

- **Other Assessments:**
 - Manage accommodations for district and state assessments as needed and/or allowed.

READ ACT: Title I teachers are responsible for the administration of the Read Act.

- Work with teacher and Response to Intervention teams to implement the requirements of State Initiatives
- Identify students who have SRD (Significant Reading Deficiency) through DIBELS benchmarks and other validating diagnostic assessment
- Ensure that all students who score below proficient in reading are placed on a READ/Rtl plan unless there is a substantial body of evidence refuting the placement
- Consult with individual teachers and parents concerning a student's READ Plan
- Formulate and implement student READ Plans
- Meet/Consult with parents and teachers on a regular basis to:
 - Set student reading goals
 - Discuss talking points as per CDE with parents
 - Communicate progress monitoring results of students who have SRD as per CDE and students who are strategic.
 - Provide support to parents and teachers during parent teacher conferences as necessary to implement student plans.
- Keep student plan records current

Response to Intervention: Rtl Title I staff are integral members of the school response to intervention program.

- Support the classroom teacher and parents throughout the Rtl process including referrals to the Rtl team.

- Participate in grade level meetings to:
 - Consult with the classroom teacher to gather background information and assessment data
 - Formulate and implement Rtl plans in the academic areas of math and language arts.
 - Attend grade level assigned school wide Rtl team meetings.

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- Coordinate student case management with other intervention programs such ESS, ELL, School Counselor and other Title I programs.
- Participate in parent teacher conferences and team meetings.
- Communicate progress-monitoring data to parents on an on-going basis.

Professional Learning Communities: PLC Title I staff are integral members of the school PLC program.

- Attend PLC meetings in a mentoring and coaching capacity.
- Ask clarifying questions to help the team with their work.
- Assist teams with curriculum development and common assessments.
- Assist in planning and administrating assessments including a timeline for administration and PLC discussion of results.
- Provide connectivity to other grade levels (vertical articulation).
- Share resources available through the Title program: methods and materials.
- Update materials list as necessary

Parent Involvement:

- Collaboratively schedule parent workshops targeting topics of interest to families.
- Schedule presentations at a time convenient to families.

K-12 ELL

- Administer the W-APT assessment (WIDA-ACCESS Placement test) to students new to the district or in the Rtl process who have language background or influence other than English.
- Administer complete state ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment annually to identified ELL student.
- Obtain and keep current with all knowledge necessary for identifying the need for students to receive ELL services through a group process involving classroom teachers, Title I teachers, and/or Resource teachers and assessments including W-APT Placement test, annual state ELLS assessments, DIBELS, NWEA, and other grade level standards based measures.
- Establish and provide support services for students identified as needing ELL assistance.

- Report and communicate progress and results of English language acquisition to classroom teachers, Rtl team, Resource teachers, Title I teachers, and parents as necessary.

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