

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: RTI Coordinator

Department: Instruction & Curriculum

Date: June 2023

Reports to: Director of Teaching, Learning
and Innovation

Grade: 503C

Calendar: 220 day

Purpose of Job

Supports the level and curriculum directors with the ongoing development and improvement of the Multi-Tiered Systems of Support (Response to Intervention and Instruction (RTI²)) framework in schools. Serves as a thought leader and problem solver among team members through district and school level cross collaboration with general education and special education staff, English learner instructors and the SEL Director to support academic and behavioral instruction and intervention.

Responsibilities and Essential Functions:

The following duties are representative of performance expectations. Other duties may be required and assigned.

Participate in professional learning with content leaders and professional organizations at the state, regional and national levels in order to keep abreast of current policy and procedure related to evidence – based intervention practices and uses that knowledge to help shape district practice.

Identify and prioritize issues related to RTI² Framework, ensuring appropriate response to needs of students, interventionists, and schools, by aligning work with the strategic goals of the district. This work may include direct alignment with specific school(s) to gain insight into current practice in order to seek opportunities for improved alignment, embedded practice, and increased efficiency.

Assist Central Services staff in researching, identifying, and selecting resources, including a universal screening measure and other curricular resources through knowledge of various assessment types (universal screening, diagnostic, progress monitoring) and their purpose. Provide or secure training support for screening tools and assessments.

Develop expertise in the use of a Universal Screening measure to include assessment administration, data disaggregation and decision-making around student placement and supports.

Work with the technology department to develop and maintain effective and efficient data collection/housing methods.

Work with Assessment and Accountability team to build knowledge and shape practice related to how various data pieces work together to inform instructional practice.

Create processes, procedures, protocols, and associated documents for monitoring student progress that provides consistency in MTSS/RTI² implementation.

Seek grant opportunities to provide the district with direct support from organizations that provide support in implementing high quality research based instructional materials and strategies to impact tiered instruction and intervention.

Serve as a liaison between grant partners and schools to schedule professional learning, facilitate monthly meetings, provides direct logistical support for site visits and other functions as required to meet the requirements of grants that have been awarded.

Collaborates with the finance department to verify and submit reimbursement and salary stipends as part of grant requirements.

Provide feedback to MTSS Reading coaches to support their services to elementary schools.

Lead the district MTSS/RTI² team in observing, providing feedback and direct coaching opportunities to increase the fidelity to the district wide data chat model.

Collaborate with district-level curriculum and instruction, English learner, special education staff to align guidance and connect work between departments to support the district strategic work.

Share data with level and curriculum directors, CMCSS Board and others, as required.

Plan, direct, support, coordinate and evaluate professional learning opportunities for intervention teachers, administrators and school psychologists to ensure each have adequate expertise to support students in closing the gaps in their identified learning needs.

Provide follow-up for faculty and staff who participate in professional learning activities to assure skills are implemented with fidelity in the classroom.

Assist in the creation, collection, maintenance, and sharing of a repository of resources for intervention teachers to access once learner needs are identified.

Provide parent opportunities to build understanding of the Multi-Tiered Systems of Support framework and their role in supporting student success.

Supervisory Responsibility

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

- A Master's degree from an accredited college or university
- Minimum credential of teaching or school service personnel license
- Minimum five years successful experience
- Demonstrated record of success in leading strategic educational initiatives

KNOWLEDGE OF JOB

Has general knowledge of the policies, procedures, and activities of the School System and transportation practices as they pertain to the performance of duties relating to the job of RTI Coordinator. Has general knowledge of RTI Coordinator practice, as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties. Knows how to keep abreast of any changes in policy, methods, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Have good organizational, human relations and technical skills. Passionately believes all students can achieve at high levels. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

REQUIRED SKILLS, ABILITIES AND PHYSICAL REQUIREMENTS:

- Must be able to do occasional lifting, carrying, pushing and/or pulling of up to 40 pounds, standing, sitting, walking, bending, stooping or kneeling;
- Must be able to traverse school facility;
- Must have significant fine finger dexterity;
- Must be able to operate standard office equipment including pertinent and required software applications;
- Must possess excellent language skills (verbal and written) requiring the ability to read informational documentation, directions, instructions, policies and procedures related to this job, requiring the ability to give assignments and/or directions to co-workers, assistants, supervisors, students and parents/guardians, requiring the ability to deliver verbal and written communications in English language;
- Must possess excellent interpersonal skills with ability to interact with people (staff, supervisors, parents/guardians, students) and maintain professionalism and tact in all situations, including emergent ones, must be able to maintain constructive relationships;
- Must possess excellent organizational skills and attention to detail;
- Must be able to perform multiple, highly complex, technical tasks with periodic need to enhance skills in order to meet changing job conditions.
- Must be able to apply assessment instruments and analyze data and possess problem-solving skills.
- Must be able to make independent judgments in absence of supervision.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Employee's Munis Number

Date