

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: Multi-Tiered System of
Support-Reading (MTSS-R)
Coach *Grant Funded

Department: Instruction

Date: January 2021

Reports To: Director of Curriculum and
Instruction & Principal

Grade: Teacher Schedule (220 days)

Purpose of Job

CMCSS is seeking applicants for the position of *MTSS-R Coach*, for the 2021-22, 2022-23 and 2023-24 school years. The MTSS-R Coach will support schools in implementing four components of a Multi-Tiered System of Support in Reading model for students in grades 1 and 2: Tier I instruction, Tier II intervention, data-based decision making, and infrastructure. The MTSS-R Coach will work with (a) the school's MTSS-R team, (b) Grade 1 and 2 classroom teachers, and (c) the interventionists and/or teachers who implement Tier II programs for Grade 1 and 2 students. The coach will support these staff to learn reading assessment and instruction content, skills, and practices that improve student achievement.

The MTSS-R Coach position is supported by a contract with the American Institutes for Research (AIR), for the purpose of conducting an evaluation of MTSS-R on behalf of the United States Department of Education (ED), Institute for Education Sciences (IES). AIR is partnering with two training providers who will support the MTSS-R coach in acquiring the knowledge, skills and technological expertise necessary to effectively impact those that are coached:

1. Enhanced Core Reading Instruction (ECRI), supported by the University of Oregon Center on Teaching and Learning, and Catapult Learning, Inc.
2. CORE Partners, supported by the University of Minnesota Center on Applied Research for Educational Improvement and Consortium on Reaching Excellence in Education

The MTSS-R Coach will be assigned to and receive training and ongoing support from one of these two training providers.

Outcomes Promoted by Coaching

1. MTSS-R and grade-level teams will be proficient in using data to identify students in need of intervention, and to inform instructional practices.
2. Grade 1 and 2 classroom teachers will learn about and use effective, data-based and explicit instructional strategies to meet the instructional needs of all students.

3. Interventionists will implement Tier II intervention with fidelity to support students with the greatest need.

Essential Duties and Responsibilities

The following duties are normal for this job. Other duties may be required and assigned.

Activities Supported by the MTSS-R Coach

For each school, the MTSS-R Coach will

- identify MTSS-R team roles (i.e., team lead, note taker, data specialist, timekeeper)
- facilitate MTSS-R team meetings using standard agendas
- provide support to the MTSS-R team and instructional staff with analysis and use of student data to inform instructional decisions and practices
- meet regularly with administration to review student assessment and MTSS-R implementation data and assess progress towards goals
- provide technical assistance focused on effective Tier I instruction and Tier II intervention
- provide individual support to teachers on instructional skill development through classroom visits, modeling, and feedback
- provide individual support to interventionists on Tier II intervention through classroom visits, modeling, and feedback
- assist with conducting implementation data collection in Tier I and Tier II
- participate in classroom visits with technical assistance providers (from ECRI or CORE Partners)
- serve as a liaison between school staff and technical assistance providers (from ECRI or CORE Partners)

Other Responsibilities

To facilitate high-quality implementation of the MTSS-R model and a successful evaluation of its impact, the MTSS-R Coach will also serve as a liaison between the district and the AIR study team. In this role, the MTSS-R Coach is expected to

- work in collaboration with trainers and expert coaches and consultants from the training providers
- attend all training sessions provided to teachers and interventionists and school teams
- attend group and individual coach meetings with the provider
- maintain regular coaching logs and make available to the study team via web portal
- use coaching management protocols for organizing the coaching process (weekly coaching plans, and implementation checklists).

Desired Skills

The MTSS-R Coach should have the following qualifications:

- expertise in beginning reading instruction based on the science of reading
- experience implementing components of an MTSS framework

- experience with administration and interpretation of screening, diagnostic, and progress monitoring assessments, including working with associated online data systems
- prior coaching experience
- excellent written and verbal communication
- familiarity with CMCSS policies and practices, including the current reading program, Benchmark Advance
- adept at balancing and prioritizing professional duties before, during, and after school hours, as well as planning and preparing for these duties
- demonstrated punctuality, preparedness, organization, and commitment
- knowledgeable about current and past research in content areas and other pedagogies relevant to the coaching role

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Master's Degree preferred. Minimum five years successful experience in elementary classroom. A valid Tennessee Teacher's Certificate with the appropriate endorsement.

Knowledge of Job

Candidate must have considerable knowledge of the policies, procedures, and activities of the school system and instructional practices as they pertain to the performance of duties relating to the Multi-Tiered System of Support Reading (MTSS-R) Coach. Candidate must have capability to develop and implement long-term goals in the effective operation of the school system. Candidate knows how to keep abreast of any changes in statutes, policies, procedures and methods as they pertain to public education. Candidate is able to effectively communicate and interact with subordinates, supervisors, members of the general public and other groups involved in the operation of the school system. Candidate is able to assemble information and make written reports and documents in a concise, clear and effective manner. Candidate has good organizational, management, interpersonal and technical skills. Candidate is able to use independent judgment and discretion in interacting with classroom teachers, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**PHYSICAL REQUIREMENTS:**

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and ten pounds of force frequently. Physical demand requirements are at levels of those for active work.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION:

Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to curriculum and instruction. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions, and procedures. Must be adaptable to performing under stress.

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).

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

Supervisor's Signature

Date

Date