

**CLARKSVILLE-MONTGOMERY COUNTY
SCHOOL SYSTEM CLARKSVILLE, TENNESSEE
Job Description**

Job Title: RTI² Coach

Department: Instruction and Curriculum

Calendar: Teacher Calendar (200 days)

Grade: Teacher Salary Schedule

Job Description

Date Reviewed: September 2022

Reports To: Director of Curriculum and
Instruction & Principal

Purpose of Job

The RTI² Coach will be responsible for supporting the implementation of high quality research-based instructional strategies aligned to student skill deficits to support student achievement across all tiers of instruction and intervention. S/he will support schools in the development and implementation of a universal screening schedule, collection and analysis of data to drive appropriate instructional plans, and development and refinement of data-informed intervention plans. The RTI² Coach will work collaboratively with the Academic Coach and designated school staff to design and model specific strategies using the RTI² Framework to facilitate tiered levels of support.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Responsible for developing and implementing universal screening and progress monitoring schedules based on district screening windows, with emphasis on ensuring fidelity to and monitoring of the screening process.
- Assist with training new staff on universal screening and progress monitoring administration, as well as the overall RTI² Framework and data chat structure.
- Responsible for training, selection, and interpretation of diagnostic measures to identify specific skill need of groups of, and individual students. This includes supporting the district's dyslexia/dyscalculia screening processes.
- Assist in collection and analyzation of universal screening and diagnostic measures to support provision of data-informed interventions. This includes co-facilitation of data chats, assistance with progress monitoring, and planning for intervention.
- Support teachers/interventionists in planning and using RTI² framework structures and best practice instructional strategies in literacy and mathematics aligned to research-based curriculum materials to meet the needs of all learners.
- Highly skilled at bridging science to practice to support design and implementation of effective, intensive, explicit, systematic, cumulative, multisensory, and student-aligned intervention strategies.
- Model blended instruction and assessment best practices for teachers and share exemplar lesson plans with school staff.

- Provide direct service to interventionists by working with them in their respective intervention settings to improve the quality of instruction.
- Provide actionable feedback to support work of interventionists through use of direct fidelity check observations and follow-up to assure skills are implemented in intervention. This includes reviewing and providing feedback on intervention lesson plans.
- Curate resources to build capacity of instruction teams in delivering explicit, direct instruction that is intensive, aligned to student needs, and responsive to shifts in the skill progression.
- Facilitate collaboration with school teams and families (min of 1x/month) to support the development of intervention, individual learning (ILP/EL), and individualized education plans (IEP/SPED).
- Work closely and collaborate with district RTI² team, Curriculum Consulting Teachers, district EL team, Special Populations, and Directors of Curriculum and Instruction to support RTI² implementation and monitoring.
- Participate in district PLCs and redeliver this information to school teams to ensure consistency of district implementation and use of high quality materials, including both content text and manipulatives.
- Maintain district documentation of RTI² Framework by supporting accurate completion of RTI record and fidelity forms, including purple folders, RTI alerts in Power School, and district intervention participation spreadsheets.
- Participate in professional development to deepen content knowledge and share this information with school teams through engaging and interactive professional learning sessions.
- Defer to expertise and make referrals to other professional staff members, as necessary.

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 RTI² Coach. Has general knowledge of RTI² Coach 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