

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM  
CLARKSVILLE, TENNESSEE  
JOB DESCRIPTION**

**Job Title:** Secondary RTI Coach

**Department:** Instruction

**Grade:** Teacher Schedule

**H.P.D.** 7.5

**D.P.Y.** 200

**Job Description**

**Date Reviewed:** May16, 2018

**Reports To:** Director of  
Curriculum and Instruction, 9-12

**Purpose of Job**

The purpose of this job is to provide leadership in developing, achieving and maintaining the quality educational experiences of students who attend Response to Intervention and Instruction (RTI<sup>2</sup>) classes in secondary schools.

**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.**

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 intervention practices and uses that knowledge to help shape district practice.

Assist Central Office staff in researching, identifying, and selecting resources, including a universal screener and other curricular resources, for HS RTI classes.

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

Work with the technology department to develop and maintain an Early Warning System for student transition from MS to HS.

Create processes, protocols, and associated documents for the monitoring of student progress.

**Position****Assignment/Code Number**

Share data with Director of Curriculum and Instruction, CMCSS Board and others, as required.

Plans, directs, supports, coordinates and evaluates 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.

Provides follow-up for faculty and staff who have participated in professional learning activities to assure skills are implemented in the classroom.

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

Makes recommendations for lesson modifications to meet learner needs.

Maintains a daily log of activities and makes it available to appropriate persons.

**Additional Job Functions**

Performs other duties as required.

**Minimum Training and Experience Required to Perform Essential Job Functions**

- A Bachelor's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Minimum five years successful experience in the classroom
- Master's degree preferred.

**(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/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

**DATA CONCEPTION:** Requires the ability to compare and or judge the readily observable functional, technical, structural, or 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. This includes giving assignments and/or directions to

co-workers or assistants.

**LANGUAGE ABILITY:** Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. 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 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 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.

**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, 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 (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under considerable stress.

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

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

**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 Secondary RTI Coach. Has general knowledge of Secondary RTI 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 of the department. 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. 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. Has the mathematical ability to handle required calculations.

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.

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**Employee's Signature**

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**Supervisor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**