

RESPONSE TO INSTRUCTION/INTERVENTION (RtI²) COACH

BASIC FUNCTION

The function of this position is to provide support to teachers in the implementation of the Response to Instruction/Intervention RtI². The RtI² coach will provide professional development for general and special education teachers to learn strategies and instructional routines through a lesson design model that will ensure all children can achieve. The RtI² coach will provide instructional support to teachers directly aligned to the California Department of Education, Core Components of RtI². The primary role of the RtI² coach will include, but will not be limited to the directly working with teachers with the District's adopted content area programs, and the implementation of tiered interventions for students who do not master grade level standards. Overall, the job of the RtI² coach is to build the capacity of the school and its teachers to meet the learning needs of all students specifically at-risk, EL and special education. The coach's goal is to ensure that all teachers acquire the understanding, skills and application of best practices to create the following outcomes:

1. Enhance the professional growth of staff in the instructional practices for all students
2. Add instructional value and growth for teachers and students / Raise the level of student achievement
3. Help students learn essential reading and math skills that will contribute to their development as mature, able and responsible men and women

DISTINGUISHING CHARACTERISTICS

This position classification requires expertise in the field of reading/language arts, mathematics, and English language development. Direct classroom teaching experience in implementing core elements in the Response to Instruction/Intervention (RtI²) model is required to perform the duties and tasks. . The RtI² coach spends the majority of the time working in classrooms with teachers (e.g. modeling, observing, co-teaching). The RtI² coach plays a critical role in the utilization of student screening and progress monitoring data to impact instructional decision-making. The focus of the RtI² coach is to help teachers learn to use and apply student data that will have a positive impact on student achievement. The RtI² coach works with the Grade Level Representatives, Resource Teacher, Literacy Coach, Principal and the SST Team to create learning environments where they will facilitate teacher study groups in which they analyze student work and lesson designs for the enhancement of teaching strategies and instructional routines.

This position classification performs light work that involves sitting a portion of the time, but requires walking and standing for extended periods and may occasionally require moving or lifting of up to fifty (50) pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, the ability to provide oral information and direction, and the handling and transporting of instructional and assessment materials and objects. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Implements the Response to Instruction/Intervention model for increasing student growth and achievement
- Implements and monitors various assessments that impact instruction; including but not limited to universal screening, summative, progress monitoring and diagnostic data
- Assists teachers in using data to drive instruction
- Supports the principal about making data decisions about instruction
- Establishes and maintains open communication and uses effective communication skills to present information accurately and clearly
- Works with literacy coaches to develop clear criteria for placing student in intervention programs and monitors effectiveness of those programs, making adjustments to increase student growth and overall effectiveness.
- Works closely with the administration, coach and teachers to ensure high fidelity implementation of the state adopted programs
- Collaborates with school personnel, parents, and various community entities for the purpose of improving the quality of student growth and achievement, developing solutions through a problem-solving process (Cycle of Effective Instruction)
- Assists general education and special education teachers with teaching and learning strategies/routines that promote vocabulary development, comprehension and writing in all subject areas
- Assists and support the role of the para-professional in the RtI² model for instructional interventions, strategies and routines
- Provide modeling, feedback, and instructional support for classroom teachers
- Assist with the full implementation of state standards and district adopted instructional materials
- Attend all professional training on content and teaching procedures and coaching strategies
- Analyze collected achievement data, identify patterns and plan staff development that is responsive to the data related to improvement of reading instruction.
- Evaluate the needs of teacher professional development
- Provide leadership in assessing, identifying, formulating, and implementing the District Reading/Language Arts, Mathematics, and English Language Development program based on grade level standards.
- Meet monthly with District Curriculum staff

QUALIFICATIONS

Knowledge of:

Best practices, trends, goals and objectives of high quality reading, mathematics, and/or English language development instruction; Organization, planning, and program evaluation strategies, techniques, and procedures; Curriculum and instruction, and design and delivery systems specific to reading instruction; Research and development strategies, processes, and techniques;

Human relationships, conflict resolution strategies and procedures, and team building methods and techniques.

Experience in the following areas:

- training in assessments, data analysis, and evidence and research-based interventions, practices and strategies.

- working with general education and special education students
- teaching with At-Risk, English Learner and Low SES student populations
- providing effective, evidence and research-based interventions
- working in collaboration with parents at all stages of the instruction and intervention process
- monitoring the progress of students through the use of data to determine the effectiveness of the intervention
- providing accommodations and modifications for at-risk students
- assessing student to determine instructional need
- developing standards-based lessons using a lesson design model
- providing high-quality and culturally relevant, standards-based instruction in a classroom as a highly qualified teacher
- incorporating the use of technology to increase student growth and achievement
- SST process and providing tiered levels of interventions

Ability to:

- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication;
- Establish and maintain cooperative and effective working relationships with others.
- Organize, evaluate and analyze data and plan actions based on the data collected.
- Serve as a resource in classroom management, curriculum, instruction, assessment and technology for instructional staff.
- Display the use of good judgment in making decisions.
- Train and provide work direction to others.
- Work independently with little direction.
- Meet schedules and time lines.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

Three years of successful teaching of reading and language arts, mathematics, or English language development and demonstrated leadership ability.

Education:

Possession of a baccalaureate or higher degree from an accredited college or university with emphasis in elementary or secondary education, instructional technology, a field directly related to the assigned instructional program or activity, a subject matter field commonly taught in grades K-12, and/or closely related field areas.

Certification Requirement:

Possession of a valid California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching.

License Requirement

Possession of a valid California Motor Vehicle Operator's License.

Condition of Employment

Insurability by the District's liability insurance carrier