



Response To Intervention (RTI) Coach Elementary - System-Wide

Job Overview

The job of the RTI Coach Elementary - System-Wide was established for the purpose of collaborating with all elementary schools, primarily partnering with elementary literacy coaches, reading interventionists, and classroom teachers to coach them through cycles to increase the efficacy of RTI implementation, focused on student learning to maximize teacher effectiveness in the area of reading intervention and foundational literacy. Responsibilities include partnering with elementary teams to ensure the fidelity of the implementation of RTI, providing timely and specific feedback, assisting with ongoing training for interventionists, and supporting with fidelity to continue improving student growth and achievement outcomes in the area of early literacy. This position actively supports the District mission "To empower today's students to grasp tomorrow's opportunities".

This job reports to the Director of Curriculum and Instruction.

Job Functions

- Collaborates and communicates with a variety of elementary professionals (e.g., coaches, teachers, interventionists, etc.) for the purpose of ensuring that implementation of RTI reading practices meets student, program, and district objectives in an effective and timely manner.
 - Collaborates directly with K-12 RTI Curriculum Specialist.
 - Mentors and supports elementary coaches and intervention providers with guidance for planning and implementing best practices for tiered reading intervention.
 - Guides building data teams in effective interpretation and use of grade level and individual student data to build capacity in the team's ability to match the highest leverage resources available to the specific deficit-based intervention needed.
 - Models effective small group, direct explicit Tier II and Tier III foundational literacy instruction.
 - Identify student needs and cooperates with staff to assess and resolve learning deficits.
 - Supports teachers individually and/or in small groups for the purpose of enhancing their understanding and application of educational best practices for RTI in the area of literacy, curricular implementation, instructional strategies for small-group reading intervention, and how to match the highest-leverage resources and materials for effective deficit-based reading intervention.
 - Visits classrooms and coaches staff to improve quality of instruction and education experience.
- Collaborates with Central Office instructional staff.
- Disaggregates and analyzes elementary district-wide and school-level data with the district data team to plan building-level support to increase the effectiveness of Tier II and Tier III instruction.
- Completes fidelity checks to assist elementary principals with the task and to continue the focus to reduce variability and increase equity of RTI implementation across the district.
- Facilitates training of certified staff in the administration of our universal screening as well as the navigation/use of the data to further increase fidelity, while also decreasing the time it takes to effectively intervene and improve intervention instruction for students.
- Identifies, plans, and implements training to increase the capacity of coaches and intervention providers to effectively use data matched the highest-leverage intervention resource(s) and best practices for instruction to promote student growth and success in tiered intervention.
- Monitor the effectiveness of plans and maintains a variety of files, documents, and/or records (e.g., reports, logs, databases, state and local reporting, etc.) for the purpose of documenting RTI implementation, providing written reference, monitoring and reporting data, and complying with mandated requirements.
- Researches current and emerging reading and early literacy practices for the purpose of remaining current with knowledge of best practices and being able to support implementation in order to meet the District plan for student achievement and curriculum integration.
- Attends and participates in a variety of cross-functional meetings, workshops, conferences, and/or seminars.

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit

Working Environment

This job is performed in a standard office environment and in a generally clean and healthy environment. Generally, the job requires 80% sitting, 10% walking, and 10% standing.

Physical Requirements: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity.



Qualifications

Minimum experience: Job related experience with increasing levels of responsibility.

Minimum education: Bachelor's degree in relevant field.

The ideal candidate will have the following education, experience, skills, knowledge, abilities and/or competencies:

- Knowledge of early literacy, instructional strategies and conditions of learning.
- Knowledge of research findings and recent trends in RTI.
- Knowledge of the classroom environment and of the development of children.
- Ability to model lessons demonstrating best practice instruction.
- Ability to consistently exhibit a spirit of cooperation and willingness to be of service to others, students, teachers, instructional coaches, administrators, school personnel, etc.
- Ability to reads, interpret, and present results.
- Ability to support teachers in developments of lessons.
- Ability to perform advanced math, prepare spreadsheets with advanced formulas, diagrams, graphs, etc.
- Ability to prioritize tasks and to delegate them when appropriate.
- Ability to function well in a high-paced and at times stressful environment.
- Ability to adapt to changing work priorities; communicate with diverse groups; and work as part of a team.
- Skill in instructional teaching and coaching methods.
- Skill in reviewing and interpreting highly technical information and data and drawing meaningful conclusions.
- Skill in setting goals and objectives.
- Skill in problem determination and resolution.
- Ability to review data and create/develop and maintain accurate reports.
- Ability to plan, implement, and evaluate program services.
- Ability to establish, implement, and/or modify policies and procedures within established guidelines.
- Ability to create and present content to colleagues, potential candidates, community organizations, and other stakeholders.
- Ability to use judgment in interpreting and applying procedures and precedents to specific cases.
- Ability to train, lead and coordinate the work of others.
- Ability to communicate effectively, both orally and in writing.
- Ability to establish and maintain effective working relationships.

Required Testing: None Specified

Continuing Education/Training: Maintain Licensure

Required Certificates and/or Licenses: Teacher's Certification and/or License

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA Status: Exempt

Employee Type: Certified

Pursuant to the Williamson County Board of Education's policy of equal opportunity employment, Williamson County Schools does not discriminate on the basis of race, color, religion, age, sex, national origin, disability status, genetic information, pregnancy, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws.