



Student Support Services Instructional Coach

Job Overview

The job of a Student Support Intervention Coach for the Student Support Service Department was established for the purpose of assisting schools, teachers, and related services staff within the continuum of instruction and intervention to help ensure the appropriate academic, behavioral and social emotional support is in place for each student. The SSS Intervention Coach will focus on building capacity of school-based staff in data-based decision making, access to core instruction using instructional strategies, evidence-based interventions, and progress monitoring, while supporting teachers in effectively writing Instructionally Appropriate Individualized Education Programs (IAIEPs) that align to the instruction and intervention provided to each student.

This job reports to the Student Support Specialist and or the Supervisor.

Essential Functions

- Coaching- Provides on-site coaching through modeling, guided questions/feedback, and active listening to build capacity and knowledge of effective practices in special education.
- Collaboration- Collaborate with multiple stakeholders to promote inclusive practices and data-based decision making.
- Planning & Instruction- Support school teams with planning for student access to instruction and meaningful inclusive service delivery to ensure the least restrictive environment for students with disabilities; Engage special education teachers with strategies to promote inclusive support in the general education setting (differentiation, accommodations, indirect services).
- Intervention- Help build capacity and support Special Education Teachers in providing direct, explicit evidence-based literacy and math interventions aligned to individual student data and needs.
- Data Based Decision Making- Provide professional learning and support for high incidence special education teachers (interventionist) on Instructionally Appropriate IEPs including but not limited to: Utilizing present levels of education performance, measurable annual goals, service delivery (interventions and access) and progress monitoring aligned to instruction and intervention need for each student.
- Assessment & Data Analysis- Assist in Assessment Support and Data Analysis— Provide support for the use of multiple sources of data through robust assessment including curriculum-based measures for screening, within intervention program data, diagnostic assessment, progress monitoring and Individual Education Program (IEPs) goals; Assist in development of and support for a coherent system of assessments; Analyze district- and school-level student data from multiple sources to identify trends and formulate instructional strategies to meet student needs.
- Program Evaluation- Assist in the implementation and evaluation of academic support and social emotional interventions at the school and district level to ensure continuous improvement.



- Professional Learning – Help create and facilitate professional learning opportunities for assessment, data-based decision-making, scaffolding/differentiating instruction, and evidence-based intervention aligned to student need; Leads on-going, job-embedded professional learning for the purpose of building capacity to utilize evidence-based practices to meet the unique learning needs of students with disabilities.
- Behavior-Help build capacity of schools in development, implementation, and fidelity of Behavior Support Plans.
- Provides ongoing in real time coaching and support for Sped teachers and school teams in IEP meetings to help link data, instruction, intervention and compliance requirements seamlessly.
- CIMS-Help support SSS continuous improvement monitoring system (CIMS) through monitoring of IAIEPs, collaboration and feedback to schools and teachers, providing training on IAIEPs and supporting alignment of IAIEPs to the state IAIEP compliance rubric in accordance with special education law, policies, and practices for the purpose of modeling best practices for special education teachers and other IEP team members.

Working Environment

This job is performed in a standard office environment and in a generally clean and healthy environment and traveling between multiple schools.

Generally, the job requires 40% sitting, 20% walking, and 40% standing.

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

Up to 25% travel may be required to support recruiting activities.

Qualifications

Minimum experience: A minimum of 3 years working within the field of special education.

Minimum education: Minimum of a bachelor’s degree within the field of special education or related field is required.

Required Testing:
None Specified

Required Certificates and/or Licenses:
Teacher’s Certification and/or License to cover K-12 or a Support Personal Endorsement.

FLSA Status:
Exempt

Continuing Education/Training:
Maintain Licensure

Clearances:
Criminal Justice Fingerprint/Background Clearance

Employee Type:
Certified

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