



CERTIFICATED JOB DESCRIPTION

TEACHER ON SPECIAL ASSIGNMENT – RESPONSE TO INTERVENTION COORDINATOR

General Definition:

The Coordinator assists the principal in administering, monitoring and implementing district and school wide reform initiatives; Professional Learning Communities, Response to Instruction and Intervention and use of data. Provides leadership and support for the staff and collaborates with administrators and instructional staff in assuring that effective and challenging curriculum and instructional practices are occurring in all classrooms; guides the staff in the process of using relevant data to arrive at informed choices in making and adjusting instructional decisions and practices; and assists the principal in administration and supervising the instructional program by assisting teachers in their classrooms through demonstrations, modeling, peer observations and active discussions of student data and student work. Meets with teachers individually and in small groups, curriculum teams, departments, grade levels, and professional learning communities to support instructional and intervention programs.

In order to effectively train and support other teachers in the implementation of Response to Intervention practices, the Coordinator must be committed to:

- The collection of accurate and applicable school and student data
- Making data-based instructional decisions regarding student needs
- Teaching and modeling appropriate differentiation and intervention instructional strategies
- Working closely with administration, curriculum and instructional staff to ensure high fidelity implementation of the state adopted programs

Employment Term:

Annual certificated contract days plus 10 extra days

Salary:

Appropriate placement on the certificated salary schedule

Supervision From:

Site Principal/Designee

Qualification Requirements:

Education and Experience

- A minimum of five years secondary teaching or counseling experience required.
- Masters Degree in Education from accredited college or university preferred.
- A strong background in effective implementation of intervention strategies including Response to Intervention

Certificates and Licenses

Current valid California teaching credential and/or Pupil Personnel Services credential (school counseling credential). Must possess a valid First Aid Card and CPR certificate. Valid California drivers' license and evidence of insurance, TB, and criminal justice fingerprint clearance.

Other Skills and Abilities

- Possess in depth understanding of intervention services and Response to Intervention principles and processes
- Must possess excellent assessment, data analysis, case management, crisis intervention, interpersonal, and communication skills
- Must possess the ability to establish and maintain effective working relationships with students, parents, staff, and outside agencies
- Must possess the following skill-based competencies to satisfactorily perform the function of the position: analyzing; effective listening; facilitating meetings; guiding others; instructional techniques; managing projects/programs; monitoring activities; planning; problem solving; and supervision

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lb. such as boxes of books. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and staff.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud.

DUTIES AND RESPONSIBILITIES:

1. Provides on-site professional development to ensure that teachers are knowledgeable about core and intervention program components and understand the instructional design of how the program meets the standards.
2. Tracks the use of tutoring services across campus (math, science, Title I, etc.).
3. Assists teachers in building interactive classroom environments focused on content and instructional strategies that are supportive of student engagement and promote student success.
4. Coordinates the collection of accurate and applicable data relating to student learning and the effectiveness of intervention strategies.

5. Supports the development of a strategic set of intervention systems/supports and ensures timely access to interventions based on student need.
6. Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English learners, students with disabilities and students with diverse learning needs.
7. Participates in collaborative department meetings (professional learning communities) to assist in the analysis and utilization of assessment data to improve student achievement.
8. Assists students with strategies to manage stress, anger and pressure.
9. Conducts or participates in site committee meetings, student study team meetings, Section 504 Plan and Individual Education Program meetings and other meetings within the school and district.
10. Assists with the development and implementation of district policies and procedures related to the three-tier Response to Intervention and Instruction (RtI²) framework as a method of identifying students for strategic and intensive interventions.
11. Works with District personnel and site staff, both in regular and special education, to increase their understanding of referral procedures, special education eligibility criteria, placement criteria, monitoring of intervention plan and other areas as appropriate.
12. Collaborates with site staff to integrate research-based interventions for academically and/or behaviorally at-risk students unresponsive to Tier 1 classroom instruction.
13. Observe students in the instructional environment and helps teachers identify appropriate intervention strategies; identify and remove barriers to intervention and assists teachers with the implementation of identified interventions.
14. Helps coordinate the referral process for families and students to special in-district and out of district services (e.g. homeless, foster youth, STARS).
15. Participates in or leads meetings, workshops and seminars with employees new to the district.
16. Assists staff in providing the best possible learning environment for all students.
17. Collaborates with others (e.g. teachers, counselors, administrators, students, parents, other District personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
18. Maintains a variety of detailed records in a variety of written and electronic formats including services provided for students.
19. May be assigned to teach intervention curriculum (Title I, EL, etc.).
20. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
21. Other related duties as assigned.

Board Approved: June 10, 2015