

Williams Bay School District

Position Title: K-8 Response to Intervention Specialist & Instructional Coach

Reports to: Middle/High School and Elementary Principals

Job Goal:

Design and deliver math and literacy interventions that meet students' needs; connect with students so that they can feel safe and successful; train classroom teachers and support staff to provide math and literacy interventions and collect progress monitoring data. The person in this position is also responsible for providing classroom teachers with strategies and training in research-based instructional and assessment practices in the identified instructional areas.

Required Qualifications:

- Must possess and maintain proper certification.
- Experience teaching in grades K – 8 and possess strong instructional skills in the areas of Math and Literacy.
- Ability to connect and work with small student groups on specific skills that meet the needs of those developing students at all grade levels.
- Ability to work with and communicate effectively with students, parents, and staff.
- Knowledge of evidence-based foundations of literacy and language and the ways in which they interrelate including reading (concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension), writing, and language conventions.
- Knowledge of evidence-based instructional strategies for math
- An understanding of how to select and use valid, reliable, fair and appropriate assessment tools to screen, diagnose and measure student literacy and math achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate math and literacy practices to relevant stakeholders.

- Ability to be a reflective professional who can apply their knowledge of adult learning to work collaboratively with colleagues, demonstrate leadership and facilitation skills and advocate on behalf of teachers, students, families, and communities.
- Embrace relevant research, theories, pedagogies and essential concepts of diversity and equity.
- Demonstrate an eagerness to reflect on professional practice, belong to professional organizations and be a critical consumer of research, policy, and practice.
- Highly organized and ability to function independently with a moderate degree of supervision.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Performance Expectations:

- Strong human relation skills
- Ability to communicate with school personnel, students, and parents while complying with the confidentiality requirements in local, state, and federal policies and statutes.
- Ability and technical skills to retrieve and analyze student data.
- Knowledge of educational resources available

Performance Responsibilities:

K – 8 Response to Intervention Specialist

- Understands research-based interventions and progress monitoring.
- Use data to help teachers identify and group children who need additional support.
- Help teachers develop and implement classroom-based, developmentally appropriate interventions for individual children and groups of children.
- Support teachers in documenting children’s progress
- Facilitate the Problem-Solving Team (PST) process with the principal, support staff, parents, and instructional staff and assist in developing differentiated learning plans for students.
- Engage students in intensive intervention matched to individual need that results in significant growth, adjusting instruction, methods, and materials frequently based on progress monitoring data.

- Gather and organize grade-level/subject area universal assessment tools and develop assessments for progress monitoring purposes for all teachers.
- Communicate regularly with classroom teachers of students in intervention to make connections between universal instruction and intervention.
- Monitors and analyzes reading and/or mathematics instructional assessment data, utilizing disaggregated student achievement data to assist classroom teachers in the planning and delivering of instruction in an intervention/academic support setting.
- Foster positive relationships with students, teachers, and administrators.
- Model fair-mindedness, empathy and ethical behavior when teaching students and working with other professionals.
- Utilize resources that align with district initiatives and goals including best practices in math and literacy instructional approaches that work for all students.
- Train classroom teachers and other support staff in research-based intervention strategies and techniques.
- Facilitate professional learning and foster collaboration and support to ensure all teachers have a common understanding of information, procedures, best practice, and other district initiatives which includes facilitating professional development for large, small, or new teams of teachers.
- Model exemplary classroom practices and communicate a deep understanding of literacy and math theory for the purpose of improving student achievement levels.
- Work with teachers and administration to review current data and plan instruction or professional development. This would include participating in discussions on grouping, assessment results, specific lesson planning, and RTI plans.
- Provides coaching and modeling to teachers in organizing literacy and/or mathematics instruction, student assessment, lesson design, and instructional delivery, including collaboratively planning lessons.
- Co-plan and/or model lesson design of Tier 2 interventions with teachers within the classroom situation with follow up, as necessary.
- Support and lead colleagues to recognize their own cultures to teach in ways that are responsive to students' diverse backgrounds.
- Assist building and district administrators in creating and carrying out action steps for school's Continuous Improvement Plan as needed.

K – 8 Instructional Coach

- Provide support and mentoring in the area of literacy and math with teachers including, but not limited to, modeling, team-teaching, and/or collaboration.
- Provide support in examining data to improve student literacy and math.
- Provide support to teachers in the utilization of effective instructional techniques.
- Participate in professional development activities to build capacity as a resource for district staff.

- Provide continued professional development to staff.
- Keep up to date on current best instructional practices in literacy and math.
- Help teachers obtain resources and training to implement best practice in their classrooms.

Terms of Employment:

Salary and work year to be established by the School Board of the Williams Bay School District.

The employee shall remain free of any alcohol or illegal substance and shall not use controlled substances (other than as prescribed) in the workplace throughout his/her employment in the District.

Evaluation:

Performance of this job will be evaluated annually in accordance with provisions of Board of Education's policy on evaluation of Performance for teachers.

APPROVED: February 22, 2021