

Job Title: DISTRICT INSTRUCTIONAL COACH – MULTI TIERED SYSTEM OF SUPPORTS AND INCLUSIVE PRATICES

Definition:

Teacher is appointed to a special assignment, under the direction of the Director of Curriculum and Instruction, to support and assist teachers in the legal and district policy driven implementation of: General Education academic and behavioral supports through a Multi-Tiered System of Supports (MTSS); Student Study Team (SST) processes; Special Education; and Inclusive/Least Restrictive Environment Practices. This assignment includes data analysis, needs assessments, and professional development as well as direct coaching and supports to teachers and support staff.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks or may perform similar related tasks not listed here.

1. Build and support district MTSS and Inclusive Practices frameworks, including providing needs-based professional development to teachers, support staff, MTSS Para-educators and coaches, including but not limited to Universal Design for Learning, inclusive settings, compliance with state and federal laws, and individualized supports.
2. Provide focused observation, modeling, demonstration lessons, and collaboration with General Education and Special Education teachers, identifying appropriate academic and behavioral interventions and instructional strategies to support student achievement.
3. Support and refine the Student Study Team process, including oversight of and professional development for the SST Online program.
4. Meet regularly with site SST Chairs.
5. Facilitate data-driven case studies for selected students in the Student Study process in collaboration with site instructional coaches and SST chairs.
6. Work with the Induction facilitators and Educational Services administrators to provide needs-based professional development and support to all new teachers.
7. Support alignment of MTSS for General Education, and goals and accommodations for Special Education, to the Common Core State Standards and 21st Century Teaching & Learning expectations.
8. Assist Special Education and General Education teachers in differentiating within the Year At a Glance (YAAG) to meet individual needs of students with disabilities.
9. Plan and coordinate Professional Learning Community meetings for site and district teams of General Education and Special Education teachers, coaches, and administrators to support Inclusive Practices for students with disabilities.
10. Assist in data collection and analysis to guide instruction and supports for all students, to determine Least Restrictive Environment, and to ensure equity for students with disabilities.
11. Provide support for co-teaching practices in General Education and Special Education settings.
12. Attend meetings and training as directed.
13. Other related duties as assigned.

Minimum Knowledge, Skill and Ability

Knowledge of:

Job Title: DISTRICT INSTRUCTIONAL COACH – MULTI TIERED SYSTEM OF SUPPORTS AND INCLUSIVE PRATICES

- The District Instructional Coach, Multi-Tiered System of Supports and Inclusive Practices
- Familiar with District instructional initiatives, curriculum, expectations, professional development delivery structures, and accountability practices

Skill and Ability to:

- Establish and maintain cooperative relationships with students, school personnel, families, co-workers and the public
- Communicate effectively in the English language both orally and in writing
- Operate computer and related software as it pertains to job duties
- Effectively advise and evaluate appropriate personnel
- Apply and create guidelines, policies and requirements relating to safety, student conduct and crisis response
- Develop and deliver professional development in related areas to all employee groups
- Maintain the integrity of confidential information
- Serve as a liaison between the school district, city leaders, law enforcement, and other community agencies on matters involving safety, student conduct and crisis response
- Take initiative and work independently with limited direction while handling multiple tasks
- Analyze situations accurately and adopt a course of action
- Support other administrators when needed

Training and Experience

Minimum Qualifications:

- California Education Specialist or equivalent teaching Credential
- A valid California Multiple or Single Subject teaching credential
- A minimum of three (3) years successful teaching experience in General Education
- A minimum of three (3) years successful teaching experience in Special Education
- Thorough knowledge of state and federal Special Education laws, including compliance and timelines for eligibility and provision of services
- Recent, relevant trainings in research based instructional practices, particularly Common Core State Standards, 21st Century Teaching & Learning, Universal Design for Learning, Multi-Tiered Systems of Supports, and Inclusive Special Education practices
- CLAD or equivalent training

Desirable Qualifications:

- Multiple levels of teaching experience, Preschool – 8th Grade
- Demonstrated skill in working with adult learners
- Ability to participate in extensive and on-going training
- Advanced skill in differentiated instruction and Student Study Team processes
- Advanced skill with and knowledge of educational technology
- Demonstrated effective leadership involving increasing levels of responsibility
- Available to work evenings and weekends as needed for completion of job duties

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print, and allow accurate observation from a distance.
- Require the mobility to stand, run, stoop, reach and bend.

Job Title: DISTRICT INSTRUCTIONAL COACH – MULTI TIERED SYSTEM OF SUPPORTS AND INCLUSIVE PRATICES

- Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform lifting, pushing, and/or pulling which does not exceed 50 pounds and is in an infrequent aspect of the job.
- Is subject to inside and outside environmental conditions.
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings.
- Required to have live scan fingerprinting completed and cleared prior to being hired as a condition of employment.
- Provide own transportation to different sites (Must have valid California driver's license)

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		X	
Standing		X	
Walking		X	
Bending (neck)		X	
Bending (waist)		X	
Kneeling		X	
Reaching		X	
Stooping		X	
Crawling		X	
Twisting (back & neck)		X	
Climbing		X	
Pushing/Pulling		X	
Walking on uneven ground		X	

	Lifting			Carrying		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.		X			X	
11 – 25 lbs.	X			X		
26 – 50 lbs.	X			X		
51 – 75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise	X		

Job Title: DISTRICT INSTRUCTIONAL COACH – MULTI TIERED SYSTEM OF SUPPORTS AND INCLUSIVE PRATICES

Interpret Data	X		
Organize		X	
Write	X		
Plan			X
Multi-Task		X	

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer		X	
FAX Machine	X		
Radio	X		