MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION
ACADEMIC COACH – RESPONSE TO INTERVENTION (RTI²)

CLASSIFICATION: Certificated
SALARY LEVEL: Teachers Salary Schedule
WORK YEAR: 184 Days

JOB DEFINITION

The school-based Academic Coach - Response to Intervention (RtI²) is responsible for facilitating implementation of the Monterey Peninsula Unified School District Response to Intervention (RtI²) program, providing understanding of RtI² process, providing training for school-based administrators, teachers, instructional coaches, and other support staff and serving as a resource to assist with integrating RtI² into the culture of the school.

SUPERVISOR

Associate Superintendent of Student Support Services

QUALIFICATION REQUIREMENTS

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

EXAMPLES OF DUTIES

The position includes but is not limited to the following list of representative duties. Any additional duties related to an area of specialization within this job description will be provided by the supervisor.

Essential Duties:

• Maintain expert knowledge of Common Core standard for content areas and grade levels; assist classroom teachers to develop and sustain short-and long-range plans for Response to Intervention implementation.
• Work with teachers and students to demonstrate various research-based instructional methods and strategies to implement RtI².
• Assist with collecting data from instructional quality assessment to identify areas of academic strength and weakness.
• Present research-based instructional approaches and collaborates with teachers to determine strategies appropriate for the specific needs of the learners.
• Assist with facilitating diagnostic assessments.
• Provides professional development and consultation regarding the use of formative and summative assessments and universal screening and diagnostic assessment tools in order to differentiate and improve instructional practices.
• Assist teachers in developing and implementing differentiated interventions and provide special assistance as assigned to teachers who need help with intervention implementation.
• Assist with the development of action plans to enhance curriculum needs as identified through data analysis. Provides input on short-term and long-term outcomes for student achievement.
• Works with District programs and school site leadership teams to develop a school-wide intervention system with clear criteria for the placement of students into intervention programs.
• Collaborate with the school-based administrators, instructional coaches, and other support staff as it relates to academic curriculum.
• Participate in grade level/team meetings professional learning to stay current on emerging strategies in curriculum and instruction.
• Assist with the development, implementation, and monitoring of action plans as they relate to MPUSD
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Essential Duties (continued):
- Prioritize and facilitate RtI² implementation. Assess, with staff involvement, training needs relative to RtI² implementation. Assist with the development of a comprehensive training plan for the District.
- Support the facilitation of the Student Support Team (SST) process providing critical information and necessary forms for data-based decision making.
- Participate in parent conferences related to RtI². Present parent information and education sessions in collaboration with Academic Counselors, Department Chairs, other appropriate staff, and community leaders.
- Collaborate with testing coordinator for administering universal screener. Facilitate and oversee progress monitoring.
- Collaborate with teachers to analyze data for identifying students who need additional support.
- Assist teachers and school teams to identify and develop effective interventions based on students’ academic, social/emotional, and behavioral needs data.
- Observe and provide constructive feedback to school teams related to the implementation of Professional Learning Communities and Response to Intervention essential program components.
- Responsible for the creation of implementation timelines and self-monitoring tools.
- Perform other duties as assigned.

Curriculum Responsibilities
- Utilize the courses of study adopted by the Board of Education, California and State curriculum frameworks, and appropriate learning activities to teach the curriculum necessary for students to graduate from high school and to be prepared to pursue higher education.
- Diagnose student needs and develop lesson plans for individual students according to those needs.

Instruction Management
- Provide training and support for classroom teachers for effective program implementation in order to maximize student learning. This training and support may include, but is not limited to:
  - Analyzing student needs and providing strategies for differentiated instruction.
  - Developing standards-based lessons and individual learning plans.
  - Implementing the core curriculum.
  - Implementing effective classroom management in order to maximize student engagement.
- Facilitate peer observation and coaching.
- Facilitate effective collaboration for grade level teams, departments, and school staff.
- Conduct demonstration lessons and non-evaluative classroom observations for coaching purposes.
- Perform other non-instructional duties as assigned, according to District policies and procedures.

Professional Activities and Growth
- Maintain professional competence through participation in in-service education activities provided by the District and other professional growth activities, keeping informed of best practices and trends.
- Participate in district committees as appropriate.
- Attend regular trainings and meetings as designated by the Office of Curriculum and Instruction.
- Participate in faculty meetings and committees, as needed or assigned.

Administrative Responsibilities
- Assist in maintaining program design that has been approved by the Board of Education.
- Adhere to compliance requirements for program implementation.
- Act as a liaison for their assigned program with principals, assistant principals, and counselors from other schools and community.
- Report school achievement data to staff, parents, and the principal, as appropriate.
- Provide training and support for classroom teachers.

Other Related Duties:
- Provide first aid and CPR, if needed.
- Perform other program-related duties as may be assigned by the District or school site administrator and/or designee.
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PHYSICAL EFFORT AND WORK ENVIRONMENT

1. Physical, mental and emotional stamina to perform the duties and responsibilities of the position
2. Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
3. Manual dexterity sufficient to write, use the telephone, computer, calculator and office machines at required speed and accuracy
4. Vision sufficient to read handwritten and printed materials and the display screen of various office equipment and machines
5. Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels)
6. Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
7. Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop and reach overhead
8. Physical stamina sufficient to sustain light physical labor for up to 8 hours, sit and/or walk for prolonged periods of time
9. Physical mobility sufficient to move about the work environment (office, District, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps and to respond to emergency situations
10. Physical strength sufficient to periodically lift and/or carry 25 pounds of materials or supplies; occasionally lift 40 or more pounds with assistance
11. Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds, with assistance
12. Typically indoor work environment

REQUIRED QUALIFICATIONS

Education:
• Bachelor’s degree from an accredited college or university
• Valid California teaching credential authorizing service in the area of responsibility
• State certified to provide instruction to English Language Learners
• Specialized training in differentiated instruction in a standards based curriculum
• Required training and certification for the content areas(s) served

Experience:
• Three years or more years of teaching experience
• Recent experience working effectively with students needing specialized instruction
• State approved training in core curriculum
• Previous experience providing instructional support and professional development for teachers
• Demonstrate knowledge and experiences in research-based instructional practices

Knowledge of:
• Knowledge of Monterey Peninsula Unified School District adopted curriculum and Common Core standards
• Effective teaching strategies
• Best practices in reading and mathematics instruction
• Differentiation strategies
• Collaborative teaming
• Data-base decision making
• Learning theory, measurement and statistics, adult training strategies, and communication with adults
• Human relations
• Public speaking
• Writing skills
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Knowledge of (continued):
- Problem-solving abilities
- Ability to organize
- Conduct staff training programs
- Knowledge of technology
- Valid California teaching credential authorizing service in the area of responsibility.
- State certified to provide instruction to English Language Learners.
- Specialized training in differentiated instruction in a standards-based curriculum.
- Experience in teacher leadership role preferred (e.g., team leader, grade level chairperson, instructional coach).
- Experience in working with diverse student populations and programs including RtI² and accommodations for varying learning.
- Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

Ability to:
- Effectively plan for the differentiated needs of students
- Establish and maintain cooperative and supportive relationships with students, school personnel, district personnel, parents, co-workers, and the public
- Analyze a variety of student data and provide meaningful interpretation for school staff
- Conduct demonstration lessons and non-evaluative classroom observations, and provide support to teachers using the coaching cycle
- Maintain confidentiality, as appropriate
- Design effective lessons and interventions to support student needs
- Facilitate meetings and professional development
- Communicate effectively in the English language both orally and in writing
- Meet schedules and timelines
- Work independently with appropriate direction
- Analyze situations accurately and adopt an effective course of action as they pertain to working with adults in the coaching process and professional development
- Use technology and computer software applications as appropriate to the work environment
- Use initiative and judgment in discussing problems with the public and District staff, involving office practices and policies
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Qualify for a Standard First Aid and CPR certificate
- Possess a California driver’s license and be insurable
- Travel to sites throughout the Monterey Peninsula on a regular, on-going basis
- Arrange and adhere to schedules and timelines

DESIRABLE QUALIFICATIONS
- Previous experience working effectively with culturally and linguistically diverse groups
- Ability to speak a language in addition to English
- Knowledge of organization, operations, policies and objectives of public education
- Knowledge of District goals as outlined in Local Education Agency Plan

REVISION CONTROL

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