Sparta Area School District

Article 246 - Specifications for RtI/PBIS Coach

An RtI/PBIS Coach shall report to the building principal.

Qualifications:

1. Licensed to teach in Wisconsin at the appropriate level.
2. Knowledge of District procedures and policies.
3. Good organization and communication skills.

Responsibilities:

1. District and building level support:
   - Provide training and technical assistance to teaching and support staff at every tier in the area of RtI, PBIS and stretch learning
   - Responsible for supporting the district’s RtI plan
   - Responsible for supporting data collection software
   - Communicates effectively with students, staff, and community
   - Demonstrates sensitivity to teachers’ individual differences and cultural backgrounds
   - Allocates time and resources effectively
   - Respects confidentiality
   - Supports instructional staff’s engagement in professional development
   - Assists with the development/support of an RtI team and building level PLCs
   - Conducts observations to support best practice initiatives
   - Leads/assists PLCs in the use of Data for decision making
   - Supports PBIS/Behavioral initiatives (at all tiers)
   - Develop process for defining adequate progress-all tiers (decision rules)

2. Tier 1 support:
   - Assists in developmental foundation for RtI, PBIS and Stretch Learning(universal level)
   - Build awareness: history/rationale, core principles, concepts
   - Resource and process mapping/Needs assessment
   - Building Consultation Team development/process
   - Review classroom/district assessments: universal screening, continuous progress monitoring, etc.
• Create/review plan for constructive use and management of data
• Connects RtI, PBIS, Extensions to the District’s Essential Learning Standards

3. Tier 2 Support:
• Supports teachers in developing and implementing secondary interventions
• Uses data to help teachers identify and group children who need additional supports
• Helps teachers develop and implement classroom-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of social/emotional and academic skills
• Supports teachers in documenting children’s progress
• Helps principal and leadership teams develop systematic, school wide supports for behavior and academics

4. Tier 3 Support:
• Coordinates individualized and tertiary support
• Works with the Director of Special Education, Building Administrators, School Psychologists, Director of Curriculum and Assessment, and Transition Coordinator to facilitate eligibility for special education.
• Assists in the development of documentation for individual plans
• Provides support for FBA/BIP development and documentation

5. Represent the Sparta Area School District in a positive manner.

6. Perform all duties in a timely manner.

Legal Reference:

Cross Reference:

Approved: July 24, 2012

Revised: