

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.
7. Perform all duties in a timely manner.

Legal Reference:

Cross Reference:

Approved: July 24, 2012

Revised: