PROFESSIONAL LEARNING COMMUNITY (PLC) & RESPONSE TO INTERVENTION (RtI) COACH

General Purpose:
A Professional Learning Community & Response to Intervention Coach is responsible to the County Superintendent and works under the direct supervision of the designated administrator. The Professional Learning Community and Response to Intervention Coach works directly with school leadership teams to provide support and implementation assistance for selected school sites.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Assists schools in developing a deep understanding of Professional Learning Communities and Response to Intervention essential components.
- Works closely with the site leadership team in the development and implementation of Professional Learning Community and Response to Intervention.
- Provides implementation support and coaching in the areas of Professional Learning Communities and Response to Intervention best practices.
- Assists school teams to sustain the change process necessary to transform a traditional school into one that operates as a Professional Learning Community.
- Works with site leadership teams to agree on a guaranteed and viable curriculum including developing understanding of the California Common Core Standards and develop matching formative and summative assessments.
- Assists school staff in the understanding and use of formative and summative assessments and universal screening and diagnostic assessment tools in order to differentiate and improve instructional practices.
- Works with site leadership teams to develop a school-wide intervention system with clear criteria for the placement of students into intervention programs and efficient progress monitoring to measure student progress.
- Works with site Leadership Teams to ensure the appropriateness and fluidity of interventions.
- Observes and provides constructive feedback to school teams related to the implementation of Professional Learning Communities and Response to Intervention essential program components.
- Assists in the creation of implementation timelines and self monitoring tools.
- Serves as a liaison between the school site leadership team and Placer County Office of Education (PCOE).
- Guide schools in becoming self reflective and continuous learners.

Minimum Qualifications:

Employment Eligibility:
- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.
Education:
- A Bachelor's degree in a job related area is required.

Experience:
- Experience working collaboratively with adult learners.
- Experience in student achievement data analysis and data informed instruction and interventions.
- Minimum three years successful teaching experience.
- Minimum two years of successful leadership experience in the areas of Professional Learning Communities and Response to Intervention.

Knowledge, Skills and Abilities:
- Knowledge of Professional Learning Communities and Response to Intervention essential program components.
- Knowledge of Professional Learning Communities and Response to Intervention implementation and sustainability practices.
- Knowledge of research data and best practices for increasing student achievement.
- Knowledge of current researched based intervention programs.
- Knowledge of formative and summative assessment best practices.
- Knowledge of current effective coaching practices.
- Knowledge of team facilitation practices and principles.
- Ability to demonstrate effective communication skills when working collaboratively and coaching others.
- Ability to motivate adults to transform their practice.
- Ability to facilitate, communicate orally and in writing, and engage in active listening.
- Ability to problem solve, analyze issues, create plans of action, and reach solutions.
- Ability to adapt in a rapidly changing work environment where change is driven by current research and applied data analysis.

Required Testing:
- None

Certificates & Licenses:
- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess one of the following: a valid California Special Education Credential; Multi-Subject Elementary Credential; Single Subject Secondary Credential in a core subject area.

Clearances:
- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:
- Work is performed in an office or school environment, continuous contact with staff, and representatives of other agencies.
Physical Requirements:

- The usual and customary methods of performing the job’s functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing; some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to drive an automobile.
- When applicable, facility to determine and differentiate colors.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary. The Placer County Office of Education is an equal opportunity employer.

FLSA Status: Exempt

Employee Group: Certificated

Salary Grade: Placement based upon education and experience

Reviewed and Approved:

Supervisor: 
Date: 9/6/11

Human Resources: 
Date: 9/6/11