

**TITLE****SPED Intervention Coach/IEP Compliance Monitor****QUALIFICATIONS:**

1. Minimum of a Bachelor's degree in Education, Special Education preferred or Related licensure in literacy, math, assessment, and/or administration;
2. Licensed or eligible for licensure in Tennessee; and
3. Meets health and physical requirements.

**JOB GOAL: Provide Intervention Coaching/IEP Compliance Monitoring to support Tier IV of Franklin County's Multi System of Support (MTSS) to ensure appropriate academic, behavioral, social/emotional, transition, adaptive, motor, communication, speech/language, vision and any other related intervention to support the needs of special education students.**

**ESSENTIAL FUNCTIONS:**

1. Conduct fidelity checks on SPED Intervention Services provided by teachers and related service providers;
2. Assist school level teams to create schedules to support and carry-out IEP goals and objectives;
3. Provide direct coaching sessions to SPED interventionists, SPED assistants and SPED related service providers in the implementation of SPED reading, math, writing, communication, behavior, social/emotional, adaptive, language, transition, vision, fine/gross motor, speech and any other required intervention based upon student needs;
4. Educate appropriate school personnel in benchmark, progress monitoring and assessment data in regard to rates of improvement (ROI), understanding the data trends and adequate long-term goals;
5. Attend school-level data team meetings to review student progress bi-monthly progress monitoring, ROI, student goals and tiered progression (same or lower level) based on student data trends;
6. Provide professional learning and support to special education staff on Instructionally Appropriate IEPs including but not limited to present levels of educational performance, measurable annual goals, service delivery in the least restrictive setting and progress monitoring alignment;
7. Provide professional learning and support to general education staff to support inclusion of students with disabilities in the general education setting;
8. Review and inspect draft and finalized IEPs for their data, alignment to present levels of educational performance, annual goals and services in regard to standards for state and federal compliance;
9. As available/needed in compliance review, attend IEP-Teams of eligible students to ensure compliance with IEP document creation;
10. Provide in-service and staff development to appropriate personnel regarding IEP creation to state/federal compliance for compliance monitoring;
11. Provide support for the use of curriculum based measures for screening, progress monitoring and IEP goals;
12. Analyze district and school level student data from multiple sources to identify trends and formulate intervention strategies to meet student needs;
13. Maintain partnership and open communication with Special Education case managers;
14. Manage, analyze and utilize student data to drive SPED student supports;
15. Work closely with administrators and SPED staff to provide Multi-Tiered System of Support (MTSS) by developing, implementing and evaluating the academic and related interventions;
- 10 Be knowledgeable of and comply with all Federal, State and local regulations, policies and procedures pertaining to the provision of related services to eligible students with disabilities;
- 11 Complete and maintain all records and reports pertinent to the performance of assigned responsibilities and duties in a timely, correct and efficient manner;
- 12 Maintain a daily log of activities carried out in the performance of assigned responsibilities and duties;

- 13 Move about the school system and community during school hours as needed, in the performance of assigned responsibilities and duties;
- 14 Assume full responsibility for maintaining all required professional endorsement, licensure, professional development and in-service, etc. required for employment in the position;
- 15 Stay abreast of changes and developments in the field by attending professional meetings, reading professional journals and other publications, and networking with other professionals in the field;
- 16 Assist the Supervisor of Exceptional Children's Services in the annual IEP Compliance Monitoring process;
- 17 Other duties as assigned by the Supervisor of Exceptional Children's Services.

## **PHYSICAL DEMANDS**

This job may require lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping, kneeling and/or crawling
4. Reaching
5. Talking
6. Hearing
7. Seeing

## **TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Form Perception: To make visual comparisons and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.
4. Manual Dexterity: Ability to move hands easily and manipulate small objects with the fingers.
5. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

## **WORK CONDITIONS**

Normal working environment: 210 days typical seven hour day (8:00 a.m. – 3:00 p.m.).

This includes the traditional 200-day calendar worked by certified personnel (180 school days, 2 holidays, 10 vacation days, and 8 staff development/administrative days.

The additional 10 days shall be 4 weeks of summer work (8:00 a.m. – 12:00 p.m.) to assist the summer

assessment teams to identified students in need of special education services. Additionally, the employee shall complete other duties as assigned by the Supervisor of Special Education.

**EXEMPT** from the requirements of the *Fair Labor Standards Act* in regard to earning (and being appropriately paid) time and a half for all work over forty hours in the defined work week (defined as Sunday 12:00 a.m. to the following Saturday at 11:59 p.m.).

### **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.