

## Intervention Instructional Coach Position Description

### Description

The instructional coach ensures that staff delivering intervention instruction have access to ongoing training from individuals with the appropriate credentials/experience in the intervention curriculum resources. They also ensure they have all the intervention materials to deliver intervention instruction as intended and are provided quality coaching. The intervention instructional coach may provide the most intensive level of coaching support to interventionists teaching students with the most significant needs and consult with grade-level teams to understand how to incorporate intervention strategies into Tier 1 instruction so students can generalize the strategies to the classroom setting.

### Qualifications and Skills

- Member of the multidisciplinary team (MDT)
- Proficient instructional coaching skills (intervention instruction planning, co-teaching to model lesson segments, providing feedback, prompting, listens to understand others)
- Expertise related to the science of reading and evidence-based practices for literacy instruction
- Thorough knowledge of all interventions included in the school Intervention System (the intervention platform)
- Strong behavior management skills
- Ability to reliably administer fidelity measures
- Ability to design high quality professional learning for interventionists by coordinating with individuals training intervention curriculum resources to ensure the day is designed to maximize learning and practice opportunities.
- Organization and communication skills (e.g., scheduling, hear challenges and proactively design possible solutions)

### Responsibilities

- Prepare and organize materials for intervention groups (e.g., student and instructor materials, find additional supplements to enhance the intervention curriculum resource if necessary, and seek additional copies of items/materials)
- Prepare and disseminate implementation records for each group.
- Conduct fidelity observations (live or via. video) with interventionists
- Engage in coaching conversations with individuals delivering intervention instruction.
- Prepare ongoing professional learning to staff related to to deliver intervention instruction by seeking

- Summarize intervention fidelity data for weekly MDT meetings.
- Coordinate with the MDT Systems Coach to ensure intervention information is timely and presented in a format for team to easily view and make recommendations
- Plan with interventionists to deliver more intensive intervention instruction as discussed in the MDT meeting (e.g., adaptations that were suggested during the MDT meeting are planned to be implemented)
- Co-teach intervention lesson components for the purpose of developing interventionist familiarity with the curriculum resources and the more intensive adaptations that were decided during the MDT meeting
- Summarize diagnostic data (if needed, support collecting the data or leveraging individuals with assessment and diagnostic expertise)
- Support progress monitoring data collection as needed

## Estimated Time Allocation

<b>Task</b>	<b>Frequency</b>	<b>Estimated Time to complete</b>
Conduct fidelity observations for all interventionists and complete fidelity checklist	Monthly*	30-45 minutes/observation (Each interventionist is observed 3x's, additional observations may be scheduled when there are group level concerns, when instructional changes are implemented, or when fidelity observations indicate the need for additional support)
Engage in coaching conversations following fidelity observations	Monthly*	30 minutes/observation (Coaching conversations should occur within 48 hours of fidelity observation)
Prepare ongoing training for interventionists based on needs identified in fidelity observations	Weekly/ Monthly	30 minutes+ of preparation, 30 minutes+ of delivery, 30 minutes+ follow-up
Prepare/disseminate intervention materials	Ongoing	Significant time commitment at the beginning of the year. 40+ hours
Create and disseminate implementation records for all intervention groups.	2 times/year +more if needed	20-40 hours
Plan with interventionists to implement intensive intervention (co-teaching lesson segments would also happen)	Daily	1-3 hours
Prepare implementation records	2 times/year + more as needed	20-40 hours
Synthesize data from implementation records	Weekly	3 hours
Synthesize fidelity data from observations	Monthly*	8-12 hours
Coordinate with MDT systems coach to organize	Weekly	1.5 hours

<b>Task</b>	<b>Frequency</b>	<b>Estimated Time to complete</b>
data and prepare for MDT meetings		
Attend weekly MDT meetings	Weekly	1.5 hours
Attend weekly SLT meetings	Weekly	1.5 hours
Attend Grade Level Problem Solving	3x's per year	8-12 hours
Provide additional support for intervention groups	Varies	Sub for absent staff members, sit in on groups to provide behavioral support, find additional intervention materials
Co-teach (modeling specific lesson components)	Varies	As needed for interventionists delivering Tier 2 interventions and more intensive interventions that have adaptations recommended by the MDT (and documented in the student's Individualized Intensive Intervention Plan). This could be co-teaching with classroom teachers who are learning how to incorporate intervention routines into classwide (Tier 1) reading instruction.
Summarize diagnostic assessment (if needed, support collecting the data or leveraging individuals with assessment and diagnostic expertise)	Varies	1-3 hours/student in need of intensification

\* Ideally, fidelity observations should be completed monthly. However, this may not be realistic based on the number of intervention groups and instructional coach availability. Fidelity should be completed 3x's per year at a minimum.

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