Multidisciplinary Team Systems Coach Position Description

Description

The MDT Systems Coach works with the school multidisciplinary team (MDT) to oversee the implementation of a comprehensive intervention system (e.g., fosters team leadership, intervention placement, student assessment, effective supports for interventionists, and decisions for when/how to intensify intervention instruction). The coach leads and facilitates MDT meetings and helps to coordinate the work of this team with other school and district teams. This person works to develop the skills and processes necessary within the school for intensifying intervention instruction.

Qualifications and Skills

- Proficient systems coaching skills (co-facilitation, prompting use of processes, providing feedback, listens to understand others, elevates challenges (barriers) to the principal)
- Expertise in use of the district's selected data management system for screening and progress monitoring data (e.g., Acadience Data Management System).
- Advanced group level data analysis (e.g., creating spreadsheets, synthesizing data, preparing reports when existing software provided reports are not sufficient)
- Expertise with analyzing individual student progress monitoring data to determine the necessity for group and individual instructional adaptations (i.e., identify students or groups of students who are not responding to the current level of support and initiate problem-solving.)
- Knowledge of diagnostic data sources that might be drawn upon when students are not responding to the intervention instruction as anticipated to design instructional adaptations (e.g., academic assessments, behavioral observation tools, functional behavior assessments).
- Meeting facilitation skills (e.g., preparing agendas, sending reminders, assigning tasks, providing updates)
- Thorough knowledge of current research on the science of reading as well as best practices for literacy instruction and behavioral support.

Responsibilities

- Support an MDT in the oversight and implementation of all components of the Intervention System:
    - MTSS teaming structures to coordinate intervention decisions and communication
    - Intervention platform, placement, and grouping

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- o Assessment system for the advanced tiers (Tiers 2 and 3)
  - o Supports for Interventionists
  - o Individualized Intensive Intervention Supports (Tier 3)
- Analyze universal screening data to prepare data for the School Leadership Team (e.g., % tested, students with missing data, % in each benchmark status group, % for each Pathway of Progress, trend analysis) and Multidisciplinary Team (e.g., organized list of all students with composite or component scores below benchmark; progress pathways for all students receiving intervention if comparable data management system report doesn't already display that information).
- Facilitate discussions about intervention grouping and monitoring intervention access for all students, including students with disabilities.
- Ensure students are grouped in the data management system (e.g., work directly with the person in the school/district responsible for data entry and organization of the data system, fulfill these responsibilities if they are not already assigned, seek opportunities to build redundancy in this role for capacity building).
- Monitor progress monitoring (e.g., identify the appropriate measures for student progress monitoring, set individual student goals, prepare checklists for teachers listing all students who must be assessed and with what measures each week, check weekly to ensure that all data has been collected as planned).
- Work with instructional coaches responsible for coaching interventionists to prepare and disseminate implementation records for each intervention group.
- Summarize fidelity and progress monitoring data for weekly MDT meetings.
- Prepare agendas and facilitate weekly MDT meetings.
- Examine group and individual progress monitoring data, to identify students who are making inadequate progress.
- Support the team in gathering additional diagnostic data and analyzing this data in the context of instructional data analysis when needed.
- Guarantee that Individualized Intensive Intervention Plans (IIIPs) are implemented in a timely manner, that fidelity data is gathered on instructional changes, and that instructional changes are marked in the data management system.
- Support the intervention instructional coach(es) and provide them with pertinent information from aggregated fidelity observations to relevant stakeholder groups (e.g., DIT, SLT, MDT for removing implementation challenges/barriers, etc.)

Estimated Time Allocation

Task	Frequency	Estimated Time to complete
Universal Screening Data Synthesis	3 x's/year	1-3 days
Group Students in the data management system (e.g., Acadience, DIBELS, Fastbridge)	Whenever changes are made to intervention grouping	1 day/Building/group change
Support Instructional Coach with creation of implementation records	Whenever changes are made to	1 day/building/group change

Task	Frequency	Estimated Time to complete
	intervention grouping	
Set goals for any student being monitored on below level measure in data management software	BOY and when need to adjust is indicated	1-3 hours (if this is already done by another person, then it is important they know the time allocation)
Create Progress Monitoring Checklists	2 x's per year	1 day/school
Progress monitoring completion summary	Weekly	4 hours/school
Implementation record summary	Weekly	4 hours/school
Attend MDT meetings, may attend other meetings in the school (SLT, GLT, etc.)	Weekly	1-2 hours/school
Provide support to the Intensifying Literacy Instructional Coach to synthesize fidelity data and develop plans for ongoing professional learning for staff	Weekly	1-2 hours/school
Review student progress monitoring data for all students receiving intervention	Monthly	12 hours/school
Elevate challenges (barriers) and essential information to the principal and other essential district groups or teams to address	Monthly	2-3 hours

Michigan's MTSS Technical Assistance Center