

Educational Service Unit 8

MTSS Coordinator / Instructional Coach Job Description

It is the policy of Educational Service Unit 8 to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Administrator.

- A. Job Title:** MTSS Coordinator / Instructional Coach
- B. Department:** Special Education
- C. Education Level and Certification:** Bachelors degree required. Must possess at all times during employment a Nebraska Teaching Certificate with such endorsements as required by NDE Rule 10.
- D. Reports To:** Clearwater Programs Director
- E. Performance Responsibilities**
 - 1. Perform related duties as set forth under Job Tasks.
 - 2. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - 3. Develop and maintain a positive rapport with staff.
 - 4. Develop and maintain a positive and professional working relationship with staff and administration.
 - 5. Maintain confidentiality of information concerning colleagues, staffs, and parents in accordance with law and ESU 8 rules.
 - 6. Provide for proper care, maintenance and reasonable security of all ESU 8 property in the MTSS Coordinator / Instructional Coach's custody.
 - 7. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic staff information systems, and other technology to perform assigned duties.
 - 8. Adhere to all ESU 8 policies, rules, regulations, and supervisor directives.
 - 9. Adhere to the code of ethics of ESU 8 and the code of ethics set forth in NDE Rule 27. The MTSS Coordinator / Instructional Coach must serve as a positive role model for other staff and staffs.
 - 10. Perform other tasks as assigned.
- F. Job Tasks**
 - 1. Attend professional meetings, educational conferences, and MTSS Coordinator / Instructional Coach training workshops to maintain and improve professional competence.
 - 2. Attend staff meetings and serve on committees, as required.
- G. Required Knowledge**

The MTSS Coordinator / Instructional Coach is to possess and effectively utilize knowledge in the following areas:

1. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
2. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
3. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
4. Computers and Electronics—Knowledge of electronic equipment, and computer hardware and software, including applications such as Google Docs and Google Calendar.
5. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
6. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, designing forms, and other office procedures and terminology.
7. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

H. Required Skills and Abilities

The MTSS Coordinator / Instructional Coach is to possess and effectively utilize the following skills and abilities:

1. Communication:
 - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
2. Instructing—Teaching others how to do something.

3. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
4. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
5. Time Management—Managing one's own time and the time of others.
6. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
7. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
8. Social Perceptiveness—Being aware of others' reactions and understanding why they react as they do.
9. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong.
10. Reasoning—Deductive: The ability to apply general rules to specific problems to produce answers that make sense. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
11. Fluency of Ideas—The ability to come up with a number of ideas about a topic.
12. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
13. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
14. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
15. Mathematics—Using mathematics to solve problems. The ability to choose the right mathematical methods or formulas to solve a problem. The ability to add, subtract, multiply, or divide quickly and correctly.
16. Service Orientation—Actively looking for ways to help people.
17. Coordination—Adjusting actions in relation to others' actions.
18. Persuasion—Persuading others to change their minds or behavior.
19. Negotiation—Bringing others together and trying to reconcile differences.
20. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
21. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
22. Science—Using scientific rules and methods to solve problems.
23. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
24. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
25. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
26. Flexibility of Closure—The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

I. Work Activities

The MTSS Coordinator / Instructional Coach is to perform the following work activities:

1. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of staffs, converting information into instructional program, developing course or training objectives, instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet staff needs, teaching correct eating habits, teaching staffs with disabilities, and using classroom management techniques.
2. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work. This includes organizing esteem building activities and social behavior learning activities.
3. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with staffs, parents, co-workers and administration.
4. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
5. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
6. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
7. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
8. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes writing grant proposals or assisting with grant proposals.
9. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
10. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes: using early childhood education techniques, interpersonal communication techniques, knowledge of multi-media technology, motivational techniques in education, oral or written communication techniques, public speaking techniques, special education techniques, and teaching techniques.
11. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form. This includes recording staff progress.
12. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: empathizing with others during counseling or related services and working with staffs with disabilities or illnesses.
13. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. This includes: ensuring correct grammar, punctuation, and spelling.

14. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral and academic problems.
15. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
16. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing physical or emotional abuse, staff learning levels, and staff problems.
17. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
18. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
19. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes: directing and coordinating activities of other staff and volunteers.
20. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: interpreting ability or achievement test results.
21. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling staff field trips.
22. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
23. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
24. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
25. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
26. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating staff progress, communicating visually or verbally, conducting parent conferences, and making education presentations.
27. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports.
28. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes: evaluating staff performance, maintaining group discipline in an educational setting, and monitoring staff progress.

J. Required Employee Characteristics

The MTSS Coordinator / Instructional Coach is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Persistence—Job requires persistence in the face of obstacles.
12. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
13. Leadership—Job requires a willingness to lead, take charge, and offer opinions and direction.
14. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

K. Working Conditions

1. Inside offices and classrooms.

L. FLSA Status: Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a MTSS Coordinator / Instructional Coach.

M. Essential Functions: The essential functions of the MTSS Coordinator / Instructional Coach position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:

Physical Requirements MTSS Coordinator / Instructional Coach E = Essential NE = Non-Essential		Item is not a requirement of the job NE	Occasional – up to 33% of time NE	Occasional/Essential – up to 33% of time, absolutely essential to the job E	Frequent – between 34% - 66% E	Continuous – over 66% of time E
Stamina						
1. Sitting					X	
2. Walking					X	
3. Standing				X		
4. Sprinting/Running		X				
Flexibility						
5. Bending or twisting at the neck more than the average person				X		
6. Bending or twisting at the trunk more than the average person				X		
7. Squatting/Stooping/Kneeling				X		
8. Reaching above the head			X			
9. Reaching forward			X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X			
Activities						
11. Climbing (on ladders, into large trucks/vehicles, etc.)			X			
12. Hand/grip strength			X			
13. Driving on the job				X		
14. Typing non-stop			X			
Use of Arms and Hands						
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X			
16. Finger dexterity (typing or putting a nut on a bolt)			X			
Lifting Requirements						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist				X		
Waist to shoulder				X		
Shoulder to overhead			X			
18. Lifting 11 to 25 pounds (Mark all that apply)						
Floor to waist				X		
Waist to shoulder				X		
Shoulder to overhead		X				
19. Lifting 26 to 50 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
20. Lifting 51 to 75 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
21. Lifting 76 plus pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X				
Pushing/Pulling						
23. 25 to 50 pounds				X		
24. 51 to 75 pounds			X			
25. 76 to 90 pounds		X				
26. Over 90 pounds		X				
Carrying						
27. 10 to 25 pounds				X		
28. 26 to 50 pounds			X			
29. 51 to 75 pounds		X				
30. 76 to 90 pounds		X				
31. Over 90 pounds		X				