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| <b>Job Title:</b>     | RtI Academic Regional Technical Assistance Coordinator | <b>FLSA Status:</b>   | Exempt                                  |
| <b>Hiring Agency:</b> | CESA 5 or to be determined                             | <b>Reports To:</b>    | Assistant Director                      |
| <b>Department:</b>    | Wisconsin RtI Center                                   |                       |   |
| <b>Prepared By:</b>   | Beth Helmueller-Perkins                                | <b>Prepared Date:</b> | May 2012<br>May 2014, 2017<br>(updated) |
| <b>Approved By:</b>   | Director   | <b>Approved Date:</b> | May 2012                                |

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## SUMMARY

Under the direction of the Assistant Director, the RtI Academic Regional Technical Assistance Coordinator (RTAC) provides academic focused technical assistance, support, and professional development to schools, districts, CESAs, institutes of higher education, and other professional organizations as they work to implement and sustain their multi-level system of supports. If applicable, position may have a specific academic focus such as mathematics and reading. Work aligns with the Center’s vision, mission, and strategic plan and as outlined by the Wisconsin Department of Public Instruction.

## ESSENTIAL DUTIES AND RESPONSIBILITIES

Include the following, as well as compliance with all organizational policies and procedures. Other duties may be assigned.

- Provide academic focused regional technical assistance and supports in an effort to build schools’, districts’, and CESAs’ internal capacity to implement and sustain their multi-level system of supports. This includes the use of face-to-face supports, tools, resources and technology-based supports.
- Collaboratively design, coordinate, and deliver professional development opportunities including but not limited to training and networking sessions to schools, districts, CESAs, at all levels of implementation.
- Provide technical assistance and professional development to internal staff, increasing fluency and capacity and resulting in staff’s ability to have a more comprehensive understanding of academic supports in a multi-level system of supports.
- Assist in the development and implementation of school and district evaluation activities and data-based decision making.
- Review and analyze regional training and implementation data. Regionally collaborate with other technical assistance coordinators to develop plans and activities that support and further implementation of multi-level system of supports.
- Collaboratively assist in the implementation and refinement of the Wisconsin RtI Center’s vision for multi-level system of supports.
- Provide consistent messaging, content, and evaluation related to academic supports within Wisconsin’s vision of multi-level system of supports.
- Using a continuous improvement approach, develop and refine the professional development, tools, resources, and other supports provided to schools and districts, implementing multi-level systems of supports.
- Seek out and collaborate with multiple systems and organizations including, but not limited to Wisconsin RtI Center internal work groups and teams, CESAs, statewide groups, and various professional associations and organizations to refine and revise tools, discover new resources, create partnerships, and serve as a

communication link. Seek out local, regional, state, and national academic supports, resources, and initiatives.

- Participate in regional, statewide, and national RtI, PBIS, and other relevant conferences and meetings. As necessary create and conduct presentations in conjunction with the events in the area of academics in a multi-level system of supports.
- Assist in the development and implementation of district planning for the implementation of a multi-level system of supports.
- Act as liaison to designated school and district sites, including, learning, pilot, and partner sites.
- Incorporate and use appropriate technology, to enhance professional development, technical assistance, and communication with coworkers and external customers.
- Perform administrative duties associated with position such as but not limited to timesheets, expense reports, calendar development and maintenance, preparation for training, and newsletter articles.

## **SUPERVISORY RESPONSIBILITIES**

None.

## **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. A qualified candidate must possess the following competencies or knowledge:

- Experience implementing Wisconsin's vision of multi-level system of supports for schools and districts with an academic focus
- Deep knowledge around systems implementation and continuous improvement processes
- Knowledge of current best practices in the area of equity, including culturally responsive practices
- Familiar with best practices for positive behavior supports
- Successful experience working cross-culturally, including a commitment to continually developing one's own cultural competence.
- Experience with curriculum design and coordination for staff development and school improvement activities
- Experience providing professional development to educators
- Experience implementing effective instruction, collaboration, and strategic use of data – preferably with a specific focus on the Wisconsin RtI Framework
- Experience coordinating communication efforts between educational entities
- Experience coaching district and school level leadership teams around school improvement data based decision making and support
- Experience planning and facilitating formal group discussions and collaborative efforts at the school, district, and regional level
- Ability to manage multiple components of program development, training, and technical assistance and evaluation tasks
- Knowledge of school-wide systems of RtI, school reform, and multiple systems perspectives (education, special education, mental health, etc.)
- Excellent communicator including written ideas, verbal thoughts, and presentation skills
- Demonstrated experience building strong relationships internally and externally
- Deep understanding of organizational culture and practices

- Outstanding decision making abilities
- Effective and efficient at prioritizing work plans and activities, a self-starter.
- Strives to continually build on existing knowledge and skills
- Adaptable and flexible with competing demands and shifting priorities
- Comfortable dealing with ambiguity
- Innovative, displaying original thinking and creativity
- Comfortable using and learning other software applications, hardware, and additional technology as needed. Proficient with Microsoft Office suite of applications.

## **EDUCATION AND/OR EXPERIENCE**

Prefer a master's degree in education, educational administration, professional development, or related field and a minimum 5 years of related experience and/or training. Require a bachelor's degree in education and a minimum of 10 years of related experience. Dependent on position focus, experience and/or degree in mathematics or reading may also be required.

## **LICENSE**

Valid driver's license. Current teaching license required. Dependent on position focus the license maybe required to be in mathematics or reading.

## **LANGUAGE SKILLS**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from educators, clients, customers, supervisors, and the general public.

## **MATHEMATICAL SKILLS**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

## **REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, and talk or hear. The employee is frequently required to use hands to finger, handle, or touch objects. The employee must frequently lift and/or move up to 10 pounds.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will work in a variety of environments including but not limited to telecommuting (work at home), offices, and conference centers.

This position will require state-wide travel at minimum of 50%. This includes day travel and some overnight.

Employee Acknowledgment \_\_\_\_\_ Date: \_\_\_\_\_

The above statements reflect the general details necessary to describe the principle functions of the occupation described and shall not be construed as a detailed description of all the work requirements that may be inherent in the occupation.