ELIDA BOARD OF EDUCATION

JOB DESCRIPTION

LOCATOR INDEX:

Title: Early Intervention Coach (Grant-Funded, Part-Time)

Reports to: Director of Curriculum/Director of Special Education

FLSA Status:

Description: The Early Intervention Coach provides instructional coaching, consultation, and implementation of support to teachers serving students with disabilities and other students requiring targeted interventions. This position focuses on strengthening Tier 1, Tier 2, and Tier 3 supports through coaching, modeling, collaborative planning, and progress-monitoring practices.

The Early Intervention Coach works directly with teachers, intervention staff, and administrators to improve instructional practices, increase access to evidence-based interventions, and support student achievement in literacy, math, behavior, and engagement. The coach serves as a bridge between special education services, general education instruction, and the district's Multi-Tiered System of Supports (MTSS).

NOTE: The below lists are not ranked in order of importance.

Essential Functions:

Instructional Coaching & Teacher Support

- Coach teachers in implementing evidence-based instructional strategies and interventions for students with disabilities.
- Provide job-embedded support through classroom observations, co-teaching, modeling lessons, and feedback cycles.
- Assist teachers in differentiating instruction to improve access to grade-level standards.
- Support instructional planning to ensure accommodations and modifications are effectively embedded into daily practice.
- Help staff implement specially designed instruction (SDI) with fidelity.

Intervention & MTSS Support

- Assist teams in identifying students needing targeted intervention based on academic, behavioral, and attendance data.
- Support design and implementation of Tier 2 and Tier 3 intervention plans.
- Help ensure interventions are appropriately matched to student needs.
- Collaborate with staff to monitor intervention effectiveness and adjust support as needed.
- Promote alignment between general education interventions and special education services.

Data & Progress Monitoring

- Support teachers in collecting and analyzing student progress data.
- Assist in using screening, diagnostic, and progress-monitoring tools to guide intervention decisions.
- Help teams identify trends and barriers affecting students with disabilities.
- Support data-based problem-solving during MTSS, TBT, IEP, and building team meetings.

Professional Learning & Capacity Building

- Provide training and coaching on intervention strategies, accommodations, and inclusive practices.
- Share current research and best practices related to special education and intervention.
- Develop teacher capacity to independently implement effective support.

- Support consistent implementation of district initiatives related to MTSS, literacy, and inclusive instruction.

Collaboration

- Partner with classroom teachers, intervention specialists, administrators, related service staff, and families as needed.
- Participate in building and district problem-solving meetings.
- Maintain positive and professional communication with staff and stakeholders.
- Support a collaborative culture focused on student success.

Qualifications:

Required:

- Valid Ohio teaching license
- Minimum of 3 years successful teaching experience
- Strong knowledge of instructional strategies and interventions for students with disabilities
- Knowledge of special education laws, IEP implementation, and accommodations
- Experience with data analysis and progress monitoring
- Strong communication, collaboration, and coaching skills

Preferred:

- Special education licensure or intervention specialist background
- Training in MTSS, literacy intervention, behavior intervention, or instructional coaching
- Experience leading professional development
- Knowledge of evidence-based intervention programs

Required Knowledge, Skills, and Abilities:

- Deep understanding of intervention systems and student support structures
- Ability to coach adults in a supportive, non-evaluative manner
- Strong problem-solving and organizational skills
- Ability to analyze data and translate findings into action
- Ability to maintain confidentiality and professionalism
- Commitment to equity and improving outcomes for students with disabilities
- skills
- Computer knowledge and skills

Working Conditions:

- Part-time position; schedule determined by district needs
- Frequent classroom observations and collaboration meetings
- Position is dependent on continued grant funding

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor, appointing authority.

_____ _____

Superintendent or designee Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

_____ _____

Signature Date

Board Adoption Date: