



# WESLEY INTERNATIONAL ACADEMY

## JOB DESCRIPTION

INTERNATIONAL BACCALAUREATE • MANDARIN/CHINESE

<b>JOB TITLE</b>	Coordinator (MTSS/RTI)	<b>REPORTS TO</b>	Principal
<b>CALENDAR</b>	10-Month	<b>FLSA</b>	Exempt
<b>RETIREMENT</b>	Teachers Retirement System	<b>APPROVED (HR)</b>	April 2021

### **Purpose Statement**

Under limited supervision of the Principal, support student learning by facilitating the intellectual and professional development of teachers. Develop individual and group support that will expand and refine the understanding about researched-based effective instruction as well as align to the International Baccalaureate (IB) Programme core principles. Provide personalized support that is based on the goals and identified needs of individual teachers.

### **Essential Functions**

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

The purpose of the role of the MTSS/504/RTI/SST Coordinator is to ensure each scholar has effective interventions that meet their academic, social, and emotional needs.

- Provides training, consultation, and support to administrators, teachers, to facilitate implementation of a Multi-Tiered System of Supports (MTSS).
- Schedule and facilitate 504 and MTSS meetings with appropriate stakeholders.
- Provides observations and feedback, modeling, interpreting data and other supportive assistance necessary to implement a Multi-Tiered System of Supports.
- Assists teachers in developing curriculum materials and lesson plans.
- Assists school teams with developing strong instructional support models at Tiers 1 and 2.
- Interfaces with EIP and REP teachers to provide support in instruction and intervention.
- Collaborates with leaders and teachers in developing appropriate (RTI) strategies for students and families.
- Encourages and models skillful use of data to inform decision making.
- Communicates monthly with the Leadership Team.
- Maintains cooperative working relationships with parents, staff, and other personnel.
- Maintains effective and timely written and oral communication with parents, staff, and other school personnel.
- Administer and/or support the state and local standardized testing processes and policies.

- Promote the utilization of action research, common formative/summative assessments to enhance classroom instruction and model effective standards based instructional strategies.
- Manage and distribute instructional resources to teachers and provide training on the use of resources.
- Serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement; assist teachers in building an interactive classroom; and implement manipulatives into instructional practices.
- Perform other related duties as assigned.

## **Minimum Qualifications**

### **Education and/or Experience**

Master's degree or higher from a Professional Standards Commission approved accredited college or university in relevant educational field required. Five (5) years' experience teaching in and elementary or secondary setting required. Knowledge and experience, and/or training in the International Baccalaureate instructional framework and 2 or more years of experience in a single-gender setting preferred. Experience presenting workshops and trainings preferred.

### **Certificates, Licenses, Permits:**

Valid Professional Standards Commission approved certificate in appropriate educational field at level 5 or above required.

**Knowledge, Skills & Abilities**-Knowledge of research-based instructional strategies; assessment tools; K-8 pedagogy curriculum and subject matter, change management theory and practice, curriculum guidelines of the IB Programme, school and state requirements; standardized testing in accordance with school policies and state laws; Wesley International Academy policies, programs and procedures, basic math, including calculations using fractions, percent, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; analysis of situations to define issues and draw conclusions; age appropriate activities; stages of child development; and behavioral management strategies.

**Skill in** effective oral, written, and interpersonal communication; collaboration, preparing assignments; and organizational effectiveness; implementing successful strategies that improve outcomes for students; closing achievement gaps; instructional improvement strategies; use of multiple sources of data to inform and motivate others. developing and analyzing standards-based lessons, units, and assessments, active listening, judgement and decision making; coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management, training and motivating employees.

**Ability to** use student data to identify students in need of various levels of tiered support; apply knowledge of current research and theory in specific field; apply IBO requirements; establish and maintain effective working relationships with students, staff and the community; define problems, collect data, establish facts, and draw valid conclusions; interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables; demonstrate patience and appropriate, professional demeanor when interacting with staff; schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment; analyze data, and operate equipment using standardized methods; work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; problem solve, establish and maintain constructive relationships; adapt to changing work priorities; maintain confidentiality; exhibit tact and patience.

### **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 frequently required to stand; walk; sit; use hands and fingers, handle, or feel; reach with hands and arms; climb or balance; stoop; kneel; crouch; or crawl; and talk; or hear. The employee is required to supervise students requiring the employee to match walking speed that matches the student and may at times require the ability to run to safeguard students. The employee must occasionally lift, carry, move and/or restrain school-age students and move equipment and/or supplies. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

### **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. The noise level in the work environment is usually moderate, but occasionally high depending upon student population and activities. The employee is frequently exposed to wet or humid conditions and outdoor weather conditions. Employee may be exposed to blood borne pathogens.

### **General Performance Factors**

All employees are expected to interact with others; concentrate; produce work under stressful circumstances; use independent judgment, organizational and decision making skills; attend work, complete all assigned duties in a timely manner, pay close attention to detail and interact with the public in a professional manner that is representative of Wesley International Academy.

### **Terms of Employment**

Ten-month work year. Salary and benefits shall be in accordance with compensation guidelines approved by the Board of Directors and the Executive Director

### **Evaluation**

Performance will be evaluated annually by the Principal or designee.

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### **Disclaimer**

This job description does not constitute an employment agreement between the employer and employee, and is not designed to cover or contain an exhaustive listing of all specific activities, duties or responsibilities that are required of the employee in this job. Essential functions, duties, and responsibilities are subject to change by the employer as the needs of the employer and requirements of the job change.

This job description has been approved by management.

**HR:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

**Employee:** \_\_\_\_\_

**Date**  
: \_\_\_\_\_

**Supervisor**  
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**Date**  
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