



Job Title: Support Teacher Title I

Exemption Status/Test: Exempt

Reports to: Campus Principal

Date Revised: February 2025

Dept./School: Assigned Campus

Pay Grade: 100

Primary Purpose:

To provide training, support, and coaching for teachers to implement high-quality instruction and interventions that help close student learning gaps. This role focuses on developing teachers by embedding intervention strategies into their instruction through small group instruction, teacher modeling, and in-the-moment coaching. The goal is to ensure effective instructional practices that drive student achievement, particularly in early literacy, response to intervention (RTI), and Multi-Tiered System of Supports (MTSS), to meet the needs of all learners.

Qualifications:

Education/Certification:

- Bachelor's Degree in a related field
- Valid Texas Teaching certification EC-6, Elementary 1-8, or EC-4
- ESL Supplemental Certification

Experience:

- Minimum of five (5) years of successful classroom teaching experience at the elementary level in public education at the primary grade levels
- Some experience in early literacy instruction, MTSS, and response to intervention strategies.
- Some experience in providing instructional support to teachers and leading small group interventions.

Special Knowledge/Skills/Abilities:

- Knowledge in providing small-group intervention for at-risk students.
- Ability to collaborate with teachers to plan, deliver, and analyze lessons using effective strategies.
- Knowledge of sheltered instruction pedagogy, the Science of Reading, and culturally responsive teaching practices.
- Knowledge in using data to inform instruction and interventions.
- Ability to model best practices in the classroom and the ability to implement instructional strategies that promote and enhance the academic achievement of all learners.
- Demonstrated leadership skills in instructional settings.
- Familiarity with MTSS frameworks and the ability to support tiered intervention models across academic and behavioral domains.

Primary Responsibilities and Duties:

1. Provide direct instructional support by working with teachers to plan, deliver, and assess small-group instruction and interventions in the primary grades.
2. Model best practices in early literacy and math, MTSS, and intervention strategies for teachers.

3. Assist in the coordination and delivery of Tier 2/3 intervention programs for students, ensuring the alignment with the MTSS framework and the district's tools for assessment (iReady) and data collection (Edugence).
4. Lead professional development sessions to support the effective implementation of instructional strategies, intervention models, and MTSS practices.
5. Collaborate with teachers to analyze student data, identify instructional needs, and plan differentiated lessons, ensuring the use of data in decision-making processes within MTSS.

Instructional and Program Management/ Teacher Coaching and Professional Learning:

6. Foster a collaborative environment for professional learning communities to share strategies, resources, and insights for improving learning.
7. Help teachers integrate early learning best practices into their daily routines, including scaffolding, differentiation, and relevant teaching strategies within the MTSS framework.

MTSS Support and Monitoring:

8. Assist in implementing the MTSS framework by supporting teachers in identifying students' academic and behavioral needs, providing tiered interventions, and monitoring progress.
9. Collaborate with the MTSS team to ensure consistent implementation of interventions across tiers.
10. Use data from universal screeners, progress monitoring tools, and other assessments to evaluate the effectiveness of interventions and support continuous improvement.
11. Provide support and instructional assistance with Edugence to ensure that progress monitoring and intervention minutes are accurately recorded.

Curriculum and Instruction

12. Work in conjunction with the Instructional Support Teacher (if applicable) to provide support for using TEKS-based instruction.
13. Assists teachers with identifying needs and instructional strategies for at-risk students, emergent bilingual students, and other special populations

Data Analysis and Action Planning

- 14.
15. Analyzes district-approved machine learning data to support teachers in creating personalized learning plans for students
16. Develops a plan to ensure teachers are progress monitoring and goal setting with students and using data to plan for and drive small group instruction that yields increasing levels of student achievement.

Learning Facilitator

17. Delivers, plans, and creates effective professional development for classroom teachers based on teacher & campus needs, including iReady implementation
18. Participates in and supports grade-level PLCs
19. Participates in all required professional development trainings and meetings
20. Delivers district professional development training at the campus level using a "train-the-trainer" model.

Additional Responsibilities:

21. Supports and follows federal, state, and local rules and policies
22. Uses appropriate and effective communication skills to present information accurately and clearly
23. Communicates to district staff, parents, students, and community members in a manner that conveys respect, concern, and high expectations

- 24. Establishes and maintains a professional relationship and open communication with teachers, staff, administrators, parents, and community members
- 25. Uses appropriate and effective techniques to encourage community and parent involvement
- 26. Pursues professional development through reading, attending conferences, and being involved with related agencies and organizations
- 27. Performs all other duties as assigned

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Mental Demands: Work with frequent interruptions; coordinate multiple tasks simultaneously; maintain emotional control under stress;

Tools/Equipment Used: Standard office equipment, including personal computer and peripherals

Posture: Occasional bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking, repetitive hand motions, frequent keyboarding, and use of a mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: Occasional district-wide travel; frequent, prolonged, and irregular hours

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This document describes the general purpose and responsibilities assigned to this job. It is not an exhaustive list of all responsibilities, duties, or skills that may be assigned.

Reviewed by _____ Date _____

Received by _____ Date _____