

(NEW) Multi-Tiered Support System
(MTSS) Specialist (Elementary)

DEFINITION:

Under the direction of the Directors of Educational Services and the school site principal, the MTSS Specialist is an integral part of the Professional Learning Community (PLC) process who provides, facilitates, and coordinates the implementation of the intervention program to support the whole child. The MTSS Specialist will provide special instruction to individual and small groups of students with identified needs; and does other functions, as necessary. The MTSS Specialist will work directly with teachers and support staff at school sites, providing feedback and support for implementation of tiered instruction. The MTSS Specialist will facilitate related professional development. As a part of the school site and district team, MTSS Specialist will support collection, analysis, and interpretation of data from all students for the purpose of guiding instruction, forming tiered groups, and making decisions related to student achievement in collaboration with the general education teacher.

QUALIFICATIONS:**Experience:**

- Five (5) years of public school teaching experience is preferred. It is desirable that the experience also include varied grade levels. Direct experience with EL/LI and/or special education is also desirable.

Education:

- Valid California Teaching Credential

Training:

- CLAD or equivalent

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of (supervisor), incumbent will:

- Support and monitor a school wide MTSS implementation plan aligned to the district's MTSS vision.
- Support MTSS Tier 1, 2, and 3 intervention protocols, problem-solving processes, data-based decision-making, progress monitoring, and communication and collaboration processes among student support teams.
- Assist with the implementation of an MTSS intervention management system to ensure effective data collection, data analysis, and program evaluation and efficacy.
- In cooperation with site instructional personnel, analyze and interpret test and other data and provide targeted supplemental, or otherwise, instruction to assist student access to the core curriculum.
- In cooperation with site instructional personnel, make data-driven decisions on progress monitoring and the implementation of evidence-based supports and strategies with increasing intensity to sustain student growth academically, behaviorally, and social emotionally.
- Provide learning experiences in the regular classroom, or as a pull-out service in collaboration with the classroom teacher.
- Maintain student records containing pertinent placement and educational diagnostic information, and track extra help provided to the students.
- Meet regularly, and as needed, with classroom teachers to discuss the progress of each student. These collaboration meetings will determine the next steps for students.
- Collaborate with the school site principal on a regular basis to review the progress of students.

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- Collaboratively develops schedules for differentiated academic support for grade level instructional groups, as well as interventions.
- Instructs students using appropriate interventions for the purpose of improving their academic success.
- Attends Student Success Team meetings, as well as other meetings related to student achievement and MTSS processes.
- Performs other related duties, as assigned, for the purpose of ensuring student achievement.

PHYSICAL REQUIREMENTS:

Physical abilities: include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities: include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described 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 essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.