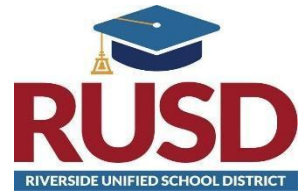


RIVERSIDE UNIFIED SCHOOL DISTRICT



CLASS TITLE: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) LIAISON

WORK YEAR: 186 Days

REPORTS TO: Director V, Inclusive Practices and MTSS

Basic Function:

The Multi-Tiered Systems of Support (MTSS) Liaison is a position established to support classroom instruction and the behavioral/social-emotional learning of students at designated school sites. The role of the MTSS Liaison is to support the development of teachers and coordinate student supports, in consultation with site administrators, leading to positive increases in student outcomes.

Representative Duties:

- Assist site administrators and site leadership teams in the development and implementation of an integrated Multi-Tiered System of Supports (MTSS) framework at the school level.
- Assists school teams with the planning of instructional strategies to ensure optimal effectiveness of Tier I instruction for students.
- Regularly support school site team(s) to analyze student data, implement and monitor robust supports, and conduct problem solving data cycles as part of the continuous improvement process.
- Assist sites in cultivating and creating cultures that value supporting all students to learn at high levels.
- Assists classroom teachers in identifying and addressing learning barriers and planning appropriate instructional strategies and accommodations to support struggling students (academically and/or behavioral/social-emotionally).
- Plans and conducts professional development for schools to support tiered instructional practices.
- Provides informal feedback and coaching for teachers on instructional strategies and classroom practices aligned to current research to support both tiered instruction and social emotional learning.
- Serves as a resource to identify highly effective instructional strategies and maximize resources to support tiered instruction and social emotional learning.
- Supports the implementation of classroom instructional practices, such as, Universal Design for Learning, Positive Behavior Intervention and Support (PBIS), Trauma Informed Practices (TIPS) Culturally Responsive Practices (CRP), Restorative Practices (RP), and Social-emotional Learning (SEL).
- Conducts demonstration lessons, and provides support and assistance to teachers in classrooms.

Knowledge of:

- The Danielson Teaching and Learning Framework.
- The needs of a diverse student population.
- Adult learning theory and ability to plan, design, and implement differentiated professional development.
- Instructional methodologies and effective research-based strategies to promote achievement for diverse learners.
- Differentiated support frameworks that promote student success, such as Multi-Tiered Systems of Support (MTSS).

Ability to:

- Conduct peer coaching or mentoring for instructional staff.
- Use technology and access data to inform instruction.
- Compose and comprehend written communication.
- Work collaboratively with teachers, classified staff, and administrators.
- Work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups.
- Collaboratively plan and deliver differentiated staff development to classroom practitioners.

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels Ability to bend, twist, stoop and reach
- Ability to commute to various locations to conduct business

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Ability to problem solve
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configuration

Education And Experience:

- Minimum of five (5) years of experience as a successful teacher
- Experience in leading teacher teams and working with adult learners

Licenses And Other Requirements:

- Valid and appropriate California Teaching Credential
- English Learner Authorizations
- Valid California Driver's License