



# Director, MTSS

<b>Reports to:</b>	Deputy Chief, Academic Officer	<b>Job Code:</b>	HR
<b>Department:</b>	Curriculum & Instruction	<b>Structure/Grade:</b>	132
<b>Division:</b>	Curriculum & Instruction	<b>Workdays:</b>	246
<b>Retirement:</b>	Teachers Retirement System		

## Position Summary

Performs a variety of supervisory and administrative tasks in overseeing the implementation of the Multi-Tiered System of supports (MTSS). The MTSS Director is responsible for providing leadership in the development, implementation, and evaluation of programming to promote student learning. This includes but is not limited to professional development and coaching structures.

## Essential Job Duties

- Leads the design, implementation, and evaluation of MTSS.
- Designs and delivers professional learning related to Multi-Tiered Systems of Supports (MTSS), Social Emotional Learning (SEL), and data-driven instruction to district and school staff.
- Oversees the development and use of evaluation instruments and systems for collecting, analyzing, and disseminating data to examine the implementation and outcomes.
- Analyzes data including screening data, referral data, and qualitative data on the implementation of the MTSS framework to strategically guide current and future practices, procedures, and policies.
- Collaborates with other district-level and school-level administrators, community stakeholders, and community agencies to build partnerships to enhance the educational goals of the district.
- Provides technical assistance and coordinates with internal and external stakeholders to support capacity building and sustainability of MTSS implementation across the district.
- Provides support to administrators and teachers including, but not limited to, feedback regarding instructional and intervention practices at Tier I, Tier II, and Tier III, interpreting data, facilitating data-driven decisions, progress monitoring, and other processes necessary to implement MTSS.
- Consults with cross-functional departments on planning, implementing, evaluating, and sustaining initiatives, and efforts to provide school support.
- Collaborate with cross-functional teams to determine progress monitoring guidelines and tools.
- Provides guidance and leadership in the development of conferences, workshops, research, and publication projects, consultation, and support for MTSS.
- Prepares reports and other essential information for district and school leaders.
- Assists with development of annual budgets; monitors local spending; reviews and approves requisitions; reports expenditures.
- Serves as school districts representative at local, state, and federal meetings and conferences.
- Creates, maintains, and updates related website(s) as needed.
- Performs duties as assigned.

### Qualifications

- A Master's Degree in Counseling, Psychology, Special Education, Social Work, or closely related filed from a Professional Standards Commission approved accredited college or university is required.
- Multi-Tiered System of Supports (MTSS) facilitator endorsement or Student Support Team (SST) Coordinator endorsement required.
- Minimum of three (3) years of experience in supervisory level education administration, or closely related experience is required.
- Minimum of three (3) years of classroom experience.
- Experience in leading instructional professional development and sustainable improvement; or any equivalent combination of training and experience required.
- Valid Georgia Professional Standards Commission approved certificate in educational leadership at level NL-5 or above required.

### Knowledge, Skills, and Abilities

- Knowledge of current research and national trends on MTSS; K-12 curriculum, instructional programs, teaching methodologies, and best practices; ESSA, Title I, and other federal, state, and local laws and policies concerning the education of children; challenges facing large, diverse, urban school districts; district organization, operations, policies and objectives; supervision, training, and performance evaluation; experience in sound fiscal practices, including management of initiative resources; program design, implementation and evaluation; skills in the area of instructional leadership with experience providing professional development; strategic planning and project management protocols.
- Skill in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training, and motivating employees; and effective oral, written, and interpersonal communication.
- Ability to gain cooperation through a discussion and persuasion with peers in a team setting; willingness to collaborate with multiple stakeholders; analyze situations accurately and recommend an effective course of action; experience developing and executing selection and implementation of universal screening and standard treatment protocols in K-12; establish and accomplish project goals and objectives within the preconceived project constraints (typically scope, time, and money); create a project plan that optimizes the integration of inputs necessary to meet pre-defined objectives; handle sensitive and confidential information appropriately; inspire trust; possess high levels of self-confidence and optimism; models high standards of integrity and ethical behavior; communicate clearly and concisely, both orally and in writing; lead others to implement high-quality instructional practices consistently across classrooms and school sites; has thorough technical competence; maintain complete and accurate records and statistics and to develop meaningful reports from that information; develop meaningful annual budgets; effectively express ideas orally and in writing; make effective oral presentations before large groups of people; exercise considerable tact and courtesy in frequent contact with the public; establish and maintain effective working relationships as necessitated by work assignments.

## Physical Demands and Work Environment

- Constantly required to exchange accurate information.
- Constantly operates a computer and other office machinery.
- Constantly observes details at close range.
- Frequently remains in a stationary position.
- Occasionally moves about inside an office.
- Occasionally moves office equipment weighing up to 25 pounds.
- Constantly works in an indoor environment.

## Supervisory Responsibility

- Provides leadership through senior managers and managers.
- Champions for the team and provides development opportunities for high performers to advance their career.

**Disclaimer:** Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification, the current documents obtained in the Division of Human Resources will always govern. The DeKalb County School District reserves the right to modify, alter or discontinue these reference materials for any reason.

*Reviewed/Revised: MM/DD/YYYY*

By signing below, I agree that I have read and understand the requirements and the essential functions of this position.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_