

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: TITLE I/MTSS SPECIALIST

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of administrative tasks in coordinating the successful implementation of academic and social-emotional interventions for students at risk of not meeting grade level or end of course standards. The employee assists teachers with developing strategies and techniques for assessing and fulfilling instructional deficiencies of their students. The coordinator will monitor and assist regular classroom and EC teachers in Title I schools following the Multi-Tiered system framework of support. Employee also assists teachers with textbook and other materials selection and provides teachers various tools and materials to aid instruction. Employee assists administrators with evaluating the effectiveness of interventions in the school system and develops strategies for improvement. Employee acts as the district leader for student intervention. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assist K through 12 teachers in Title I schools with improving techniques for core instruction and improving overall student achievement; provides instructional strategies and various tools to aid the instructional and intervention process.

Serves ILT and other teacher performance appraisal teams as requested by principals in Title I schools.

Organize, coordinate, and co-facilitate the work of the District MTSS Team for Title I schools.

Provide assistance in developing the infrastructures necessary for implementation in Title I schools.

Provide leadership around the development of a MTSS implementation plan to support Title I schools.

Develop a plan for continuous learning for District MTSS Team membership and appropriate staff.

Develop a plan for recruitment, selection, and development for local training and coaching.

Develop trainer and coaching competencies in an ongoing manner to provide support before, during, and after training events.

Guide district problem-solving through data based decision making in Title I schools.

TITLE I/MTSS SPECIALIST

Appropriately uses and facilitates the use of program quality/fidelity data and outcome data at all levels of the system (district and building level analysis).

Identify resources for interventions and progress monitoring.

Assists school system with the acquisition of appropriate textbook, guides, and other instructional materials and equipment.

Develops and models intervention lesson plans.

Creates and/or contributes to the development of common assessments.

Assists schools in identifying appropriate re-teaching methods and strategies.

Serve as ad-hoc member of School Based Intervention Teams in Title I schools.

Perform fidelity checks to ensure interventions are being implemented as planned.

Support teachers in PLCs to understand the process and access the interventions and process monitoring tools in Title I schools.

Keeps parents, administrators, and community citizens informed about intervention processes in the school system; works with state, community, civic, business, and university groups to resolve educational issues.

Submit monthly intervention data reports to Assistant Superintendent of Teaching, Learning and Professional Development.

Schedules and conducts regular meetings for Title I elementary, middle, and high school MTSS coordinators as assigned and participates in regularly scheduled staff meetings in the Curriculum and Instruction Department, as required.

Deepens personal knowledge of MTSS data systems and practices and implementation research.

ADDITIONAL JOB FUNCTIONS

Continuously helps to monitor the compliance with Title I rules and regulations in eligible schools.

Reviews schools' documentation; and monitors individual school budgets.

Monitors schools and federal funded positions and programs to ensure federal funds are used in a fiscally responsible manner.

TITLE I/MTSS SPECIALIST

Creates and conducts local training sessions for school administrators and staff on the guidelines and correct procedures and processed for utilizing federal funds.

Provides additional support through personalized learning opportunities to school staff responsible for the implementation of federal funds.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree (Master's degree in the field of Education or Reading preferred) with extensive course work in Special Education. Five to seven years of teaching experience including program coordination and delivery of professional development. Strong knowledge of the application of the MTSS framework.

SPECIAL REQUIREMENTS

Must be certified to teach in the State of North Carolina and hold a current teaching license. Must possess a valid NC Driver's license.

MINIMUM OUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define

TITLE I/MTSS SPECIALIST

problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, trigonometry, geometry, calculus and descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergencies.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of rules, theories and principles in a variety of curricular areas.

Thorough knowledge of the Common Core State Standards and NC Essential Standards.

Considerable knowledge of the current literature, trends, and developments in the field of education.

Considerable knowledge of the principles of supervision, organization and administration.

General knowledge of the County and School Board policies, procedures and standards regarding education.

General knowledge of the organization and communication channels of the school system.

TITLE I/MTSS SPECIALIST

General knowledge of the ethical guidelines applicable to the position as outlined by professional Organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the grant application and administration process.

Skilled in counseling and developing staff.

Ability to review and evaluate testing results and to develop a plan of action based on conclusions.

Ability to select appropriate and effective textbooks and other materials.

Ability to develop innovative and effective instructional materials.

Ability to use common office machines and word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop meaningful annual budgets.

Ability to effectively express ideas orally and in writing.

Ability to make effective oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.