

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DIRECTOR I - MULTI-TIERED SYSTEM OF SUPPORT (MTSS)**

#### **GENERAL STATEMENT OF JOB**

Under limited supervision, performs a variety of supervisory and administrative tasks in overseeing the successful construction and implementation of MTSS. Employee is responsible for providing leadership in the development, implementation, and evaluation of programming to promote student learning and teacher effectiveness for the benefit of the system's educational program, including the shift to removing the ability IQ-Achievement discrepancy model preK-12 in NC. This includes, but is not limited to professional development, coaching structures, as well as evaluation and implementation tools. Consult with cross-functional departments on assessment, planning, implementing, evaluating and sustaining initiatives and efforts to provide school support.

Employee will provide technical assistance to and coordinate with internal and external stakeholders to support initiation, capacity building, and sustainability of implementation across the district. Lead implementers in assessing needs, problem-solving to further implementation, facilitate integration with other initiatives, and integrate in pre-service programs for all school staff. Oversee the development and use of evaluation instruments and systems for collecting, analyzing, and disseminating data to examine the implementation and outcomes.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Leads the design, implementation and evaluation of MTSS.

Analyzes data including screening data, referral data, and qualitative data on implementation.

Ensures alignment of MTSS as the overall strategy to meet each school improvement plan.

Creates, maintains, and updates related website(s) as needed.

Observes and interacts with school level instructional leaders.

Provides feedback from schools to inform district policy and programming.

Provides leaders with research-based data that allows for informed decision-making.

Prepares reports and other essential information for district and school leaders.

## DIRECTOR I-MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Lead district in transition to MTSS, including district and school level teams.

Oversee the work of the district rollout for full implementation of MTSS (PreK-12).

Collaborate with cross-functional teams to determine progress monitoring guidelines.

Create, validate and publish universal screening and progress monitoring tools.

Oversee the deployment and support for verbal de-escalation and physical restraint.

Lead the work of integrating the behavior support, student services, and academics.

Perform related duties as assigned.

### **ADDITIONAL JOB FUNCTIONS**

Provides guidance and leadership in the development of conferences, workshops, research and publications projects, consultation, and support for MTSS meetings and projects; provides personal leadership to most important initiatives.

Facilitates and manages the comprehensive strategy that includes vendor supplier development.

Develops an annual report for Board of Education, Superintendent, and the public.

Other duties and responsibilities as assigned by Chief of Student Services.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

A Master's Degree is required in the area of Special Education or a related education field, such as Education Administration; 3-5 years of experience in Educational Leadership; Three years classroom experience; Experience in leading instructional professional development and sustainable improvement science; Knowledge of standard treatment protocol, data driven instruction and observation/feedback; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must be certified to teach in the State of North Carolina. Administrator's Certificate K-12 Preferred. National Board Certification (NBPTS) preferred. Project Management certification (PMI or AAPM) preferred.

Must possess a valid North Carolina Driver's License.

**MINIMUM QUALIFICATIONS 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 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.

**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 emergency situations.

**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**

Knowledge of current research and national trends on MTSS.

Knowledge of K-12 curriculum, instructional programs, teaching methodologies, and best practices.

Knowledge of ESSA, Title I, and other Federal, State and Local laws and policies concerning the education of children.

Knowledge of challenges facing large, diverse, urban school districts.

Knowledge of district organization, operations, policies and objectives.

Knowledge of supervision, training and performance evaluation.

Knowledge of and experience in sound fiscal practices, including management of initiative resources.

Knowledge of program design, implementation and evaluation.

Knowledge and skills in the area of instructional leadership with experience providing professional development.

Knowledge of strategic planning and project management protocols.

Ability to gain cooperation through a discussion and persuasion with peers in a team setting.

Ability and willingness to collaborate with multiple stakeholders.

Ability to 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.

## DIRECTOR I-MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Ability to establish and accomplish project goals and objectives within the preconceived project constraints (typically scope, time, and money).

Ability to create a project plan that optimizes the integration of inputs necessary to meet pre-defined objectives.

Ability to handle sensitive and confidential information appropriately.

Ability to inspire trust. Possesses high levels of self-confidence and optimism. Models high standards of integrity and ethical behavior.

Ability to communicate clearly and concisely, both orally and in writing.

Ability to lead others to implement high-quality instructional practices consistently across classrooms and school sites.

Has thorough technical competence.

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.