

**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
Position Description**

TITLE:	Director, Multi-Tiered Systems of Support (MTSS)	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	Director III	FLSA:	Exempt
JOB CLASS CODE:	9839	WORK YEAR:	12 Months
DEPARTMENT:	Academic Office	SALARY:	Range 19 Salary Schedule A
REPORTS TO:	Assistant Superintendent, Curriculum & Instruction	HR APPROVAL:	6/2/2022
		CABINET APPROVAL:	5/17/2022, 7-01-2020

BASIC FUNCTION:

Responsible for developing, leading, implementing, monitoring, and collaborating with district and site leaders in the integration of district-wide and site-based Multi-Tiered Systems of Support (MTSS) that support the whole child. Provide strategy, knowledge, guidance, and support to and build the capacity of District and building level administrators, teachers, and student support services staff to improve student academic, behavioral and social-emotional outcomes and well-being through professional development, programming, and resources.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

- Provide Leadership in the Development and Implementation of the Comprehensive District MTSS Plan. **E**
- Collaborate with District leaders to ensure the integration of MTSS into District strategic plan. **E**
- Collaborate with District and school leaders to develop a blueprint for MTSS implementation and facilitate school processes to develop their individual implementation plans. **E**
- Direct, assign and supervise assigned certificated and classified personnel to assure equitable access to programs and resources, and collaborate with other C&I Department Members to build capacity of coaches and site leaders through professional learning, coaching and mentorship aligned to the District’s vision for MTSS. **E**
- Develop and submit budgets appropriate for the implementation of MTSS each year. **E**
- Demonstrate cultural proficiency, sensitivity, and equity to ensure all SCUSD students’ needs are included and to increase student success. **E**
- Apply knowledge of the MTSS framework, positive behavioral interventions and supports (PBIS), response to intervention (RtI), social-emotional learning (SEL), restorative practices, trauma-informed practices, and family engagement to build knowledge and capacity of leaders and teachers to improve student outcomes and well-being. **E**
- Provide support to the District Leadership Team (DLT) for the implementation of District practices and protocols to support and sustain MTSS implementation. **E**
- Collaboratively work with District office personnel and school principals to ensure data systems are in place and to develop

and determine how best to monitor student data for problem solving/data team processes in schools. **E**

Develop and implement an MTSS evaluation process to assess implementation fidelity and impact on student and staff. **E**

Maintain Knowledge and Skills in Emerging MTSS Implementation and Practices. **E**

Provide strategic and technical assistance to District and school leadership to facilitate the implementation of MTSS at the District and school levels. **E**

Facilitate and support the collaborative planning and inquiry cycles with District and school-based teams assess progress and guide decisions. **E**

Develop and facilitate MTSS training for school-based leadership teams, staff, parents, and community stakeholders. **E**

Provide guidance on the development of training and ongoing coaching to school leadership teams and teachers on the MTSS framework and implementation strategies. **E**

Establish a Community of Practice among school-level MTSS point-of-contacts (liaisons) that meets regularly to communicate and collaboratively problem-solve issues related to MTSS implementation. **E**

Build capacity of District teams (e.g., Title I, special education, curriculum and instruction, and guidance and counseling) to utilize data to inform instructional planning and monitor the effectiveness of academic and behavior instruction at the core, supplemental, and intensive instruction/intervention levels. **E**

Collaborate with the Office of Professional Development to Develop and Deliver a Comprehensive MTSS Professional Learning Plan. **E**

Oversee and coordinate the work of the District rollout for full implementation of MTSS (PreK-12). **E**

In collaboration with Academic Office team members, design and implement a written, comprehensive multi-year professional learning and coaching plan with clear expectations for implementation and monitoring based on best practices for improving effective instruction, with a specific focus on the areas of multi-tiered systems of support, data-based problem solving, improvement science, school design, universal supports and matched interventions. **E**

Engage school-based committees to build a common language and common understanding of the instructional vision and their critical role in supporting the attainment of the vision. **E**

Provide and maintain a comprehensive continuum of professional learning supports including training, site-based technical assistance, coaching, and program evaluation supports. **E**

Identify resources for professional development aligned with the MTSS components, including school access to expertise in support of school action plans to better implement and monitor progress. **E**

Develop a Comprehensive Communication and Dissemination Plan to Support Implementation of MTSS

Create and maintain a District MTSS website and online presence nested within the CAO office to provide ongoing communication of MTSS implementation and impact on student success. **E**

Develop electronic newsletters that highlight the MTSS goals and implementation strategies in the District. **E**

Ensure communication is disseminated throughout the District and to parents in accessible languages. **E**

Present at various meetings and venues to provide common language and common understanding and update of District MTSS initiatives and goals. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepare and process grant applications, reports, inventories, and other materials; and operate a computer. **E**

Develop and prepare the department's annual budget; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Communicate and collaborate with other administrators, District personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; model District standards of ethics and professionalism. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; and plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to the Academic Office and MTSS. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree and any combination equivalent to: Five years' increasingly responsible certificated and management experience in school improvement, instructional leadership, implementing multi-tiered systems of support, and the development of professional learning programs. Five years' experience as a site leader for either or both elementary and secondary segments, with communities that represent SCUSD's diverse student body, and evidence of data-based school improvement outcomes. Experience designing and implementing district-level professional learning and training in Multi-Tiered Systems of Support (MTSS) or equivalent experience and implementing MTSS preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Possession of a valid California Teaching Credential and Administrative Services Credential are required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- A Multi-Tiered System of Support model and implementation of a MTSS model in school settings.
- Data-Based Problem Solving.
- Positive Behavioral Interventions and Supports.
- Universal Design for Learning.
- Social emotional learning and trauma-informed care practices.
- Effective Leadership Practices.
- Principles and practices of administration, supervision, and professional learning.
- Planning, organization, and evaluation of professional learning.
- School improvement and professional learning initiatives.
- School management, practices, supervision, development, and training.
- Educational programs, curriculum and instruction, and learning of students K-12. Instructional programs at all levels.
- Utilizing data and assessment results to plan, monitor, and assess professional learning.
- Academic and behavior interventions to support high quality instruction for all students and to meet student's individual needs.

- Measurement tools for various levels of assessment; including adaptive and curriculum-based measurement.
- Deep knowledge of content area standards and standards based education.
- Special education programs and services.
- Research-based techniques/programs in curriculum development and differentiated instruction.
- Conflict resolution and adult learning principles.
- Data gathering and analysis, project planning, decision making and evaluation.

ABILITY TO:

- Ability to facilitate professional learning related to content areas, including common technology platforms.
- Excellent oral, written, and public speaking communication skills, including use of word processing and spreadsheets.
- Promote and follow Board of Education policies, District policies, building and department procedures.
- Communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds.
- Demonstrate skills in facilitation, conflict resolution, and adult learning principles.
- Demonstrate skills in data gathering and analysis, project planning, decision making and evaluation.
- Actively participate in meeting District goals and outcomes.
- Learn District organization, operations, policies, objectives and goals.
- Interpret, comprehend, apply and explain rules, regulations, policies, and procedures.
- Work confidentially and independently.
- Demonstrate an understanding, patient, sensitive, and receptive attitude toward diverse student population.
- Work effectively with and recognize needs of the culturally and economically diverse groups.
- Plan and organize work to meet schedules and time lines.
- Supervise and evaluate the performance of assigned staff.
- Demonstrate integrity, trustworthiness, and high ethical standards.
- Think outside the box and develop new methods or solutions.
- Communicate using patience and courtesy in a manner that reflects positively on the organization

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

SAMPLE HAZARDS:

Occasional contact with dissatisfied or abusive individuals.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.