

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	MTSS (Multi-Tiered System of Supports) Specialist	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9926	WORK YEAR:	181 Days
DEPARTMENT:	Curriculum & Instruction	SALARY:	Specialist Annual T-A/N20
REPORTS TO:	Assigned Supervisor	CABINET	
		APPROVAL:	4-22-2025
		HR APPROVAL:	4-22-2025
		BOARD APPROVAL:	5-15-2025

BASIC FUNCTION:

With the aim of improving student academic, behavioral, and social-emotional outcomes and well-being, the MTSS Specialist will support the implementation of the district's multi-tiered system of support (MTSS) at the school site and district level. The MTSS Specialist will collaborate with site and district leadership and staff in designing and coordinating evidence-based, culturally responsive, tiered instruction and intervention models across academics, behavior, social-emotional learning, student wellness, and attendance.

The MTSS Specialist will support site-based, tiered MTSS teams in data-driven decision-making, alignment of interventions, and monitoring of student progress, including providing direct intervention to students. In addition, the MTSS Specialist shall assist the integration of restorative practices into the MTSS Framework to promote a positive school climate, support relationship-building, and provide alternatives to exclusionary discipline.

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.)

1. MTSS Implementation

- Support and monitor the implementation of MTSS at the site level. **E**
- Support the school-site MTSS Leadership Team to complete and utilize the data from agreed upon MTSS implementation fidelity tools to enhance MTSS implementation and effectiveness. **E**
- Support the development and implementation of agreed-upon teaming structures, ensuring clarity in roles, responsibilities, and collaboration to sustain MTSS efforts. **E**
- Assist the implementation and monitoring of agreed-upon common assurances to ensure consistency in Tier 1, Tier 2, and Tier 3 supports across sites. **E**
- Support consistent use of common definitions of MTSS, Tier 1, Tier 2, and Tier 3 to align site practices with district expectations. **E**
- Develop reports to share progress and updates. **E**

2. Teaming Structures

- Actively participate in MTSS Leadership Team meetings. **E**
- Support Tier 2 and Tier 3 teams, ensuring data-driven decision-making, alignment of interventions, and monitoring of student progress. **E**
- Facilitate use of data to identify and support students for Tiers 1, 2, and 3. **E**
- Facilitate communication and collaboration between teams and teachers. **E**

3. Instruction and Intervention

- Support culturally responsive, evidence-based, tiered instruction and intervention models for academics, behavior, social-emotional learning, and attendance. **E**
- Design and deliver explicit, evidence-based instruction and targeted interventions to individual students and small groups of students. **E**
- Support teachers in developing and delivering differentiated instruction to address diverse learning needs. **E**
- Collaborate with site teams to develop and implement intervention menus matched to student needs. **E**
- Model and coach best practices for Tier 1 instruction and Tier 2/3 interventions. **E**

4. Data and Progress Monitoring

- Guide school's universal screening and progress monitoring tools, procedures, training, and data collection, and assist teams to understand resulting data. **E**
- Collect, analyze, and interpret MTSS implementation, student performance, and assessment data, and guide data-based problem-solving cycles with teams to address barriers to learning and enhance effectiveness of instruction and interventions. **E**

5. Professional Learning

- Assist in the delivery of professional learning as it relates to MTSS implementation, including inclusive learning environments for students with disabilities, as determined by the site teams. **E**
- Collaborate with Content Specialists to ensure alignment between content and instructional practice. **E**
- Engage in district-sponsored professional learning and collaboration and attend district office MTSS meetings to support site implementation. **E**
- Collaborate with other MTSS Specialists to coordinate systems-level professional development and guidance on overall MTSS implementation. **E**
- Stay current with research and best practices in inclusive education and MTSS through ongoing professional development. **E**
- Serve as a resource for instructional strategies and maximizing resources for tiered instruction. **E**

6. Inclusion

- Promote inclusive education by ensuring students with disabilities learn in the least restrictive environment. **E**
- Promote equity and inclusion by designing and implementing culturally responsive practices, policies, and instructional strategies that affirm and reflect the diverse identities of the community. **E**
- Facilitate shared ownership of school culture by encouraging active engagement and leadership from students, families, and staff in shaping school norms, practices, and outcomes. **E**

7. Family and Community Engagement

- Collaborate with families and community members to support students' academic and social-emotional progress. **E**
- Initiate timely communication with students, families, and staff to promote collaborative problem-solving and shared ownership of student success. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree from an accredited university is required. Minimum of five years' instructional experience is required. Training in Multi-Tiered Systems of Support (MTSS) or equivalent experience and implementing MTSS is preferred. Experience coaching teachers and designing and delivering professional learning is preferred.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California Teaching Credential and/or Pupil Personnel Credential is required.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Multi-Tiered System of Support (MTSS)
- Data-Based Problem Solving
- Restorative Practices
- Evidence-Based Instructional Academic Practices and Assessment Methods
- Inclusive Educational Practices including Universal Design for Learning (UDL)
- Positive Behavior Supports & Interventions
- Social Emotional Learning and Trauma-Informed Instructional Practices
- 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
- Deep knowledge of content area standards and standards-based education

ABILITY TO:

- Collect and analyze data to identify needs, evaluate progress, and report on statewide outcomes
- Conduct effective meetings and professional learning activities
- Work with persons and groups with divergent opinions
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain current knowledge of technological advances in the field
- Proficient in Google Suite (docs, sheets, slides, etc.)

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Willingness to work flexible hours to accommodate meeting facilitation and professional learning outside of typical work hours as assigned.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on the telephone; operate a computer keyboard and computer monitor; read and prepare documents and reports.

SAMPLE HAZARDS:

May risk exposure to communicable diseases.