



**Job Title:** Assistant Director Multi-Tiered Systems of Support (MTSS)

**Exemption Status/Test:** Exempt

**Reports to:** Assistant Superintendent Curriculum & Instruction

**Date Revised:** June 2021

**Dept. /School:** Special Education

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**Primary Purpose:**

To provide leadership to successfully implement the district's academic Multi-Tiered System of Support to serve the academic needs of all students, with particular attention to academically struggling students and create systems for intensive individualized instructional support. To provide leadership related to measures of student academic growth and data analysis for the purpose of monitoring student progress. To create a coordinated Multi-Tiered System of Support that encompasses academics and behavior. To monitor, communicate, and respond to local, state, and federal laws and requirements regarding academic intervention as a component of Multi-Tiered Systems of Support (MTSS). To supervise and support district 504 programming and services as a sub-category of MTSS.

**Qualifications:**

**Education/Certification:**

- Master's degree in education administration or related field
- Valid Texas Teacher Certification
- Valid Texas Administrator Certification or other appropriate certifications

**Experience:**

- Five (5) years of successful classroom experience
- Three (3) years of successful experience in campus/central office leadership
- Demonstrated experience with Response to Intervention programming

**Special Knowledge/Skills:**

- Knowledge of academic Intervention as a component of Multi-Tiered Systems of Support (MTSS)
- Knowledge of instructional strategies and programs to support academically struggling students
- Ability to interpret data and evaluate instructional programs and teaching effectiveness
- Experience in conducting staff development and/or training
- Ability to work collaboratively with teachers, educational leaders, school trustees, parents, and community leaders
- Knowledge of PBIS as a sub-category of MTSS, and ability to work collaboratively with other departments to build a district-wide system
- Knowledge of 504 as a component of MTSS, and ability to supervise and support 504 programming
- Strong organizational, communication, leadership, public relations, and interpersonal skills
- Ability to manage budget and personnel
- Ability to implement policy and procedures
- Ability to function as a member of a high-performing team
- Ability to work well with a diverse population

## **Major Responsibilities and Duties:**

### **Instructional Leadership**

1. Develop and sustain a cohesive districtwide plan to provide intensive individualized instructional support for academic intervention as a component of Multi-Tiered Systems of Support (MTSS).
2. Provide tiered intervention training at campus and district levels utilizing researched-based, proven best academic intervention practices.
3. Provide direction, resources and support for student progress monitoring and growth data analysis to ensure campus and district staff can appropriately utilize data for academic intervention instructional decision-making.
4. Obtain and use research studies, evaluative findings, student growth/performance assessment data, and district studies to examine effectiveness of district intervention program and improve outcomes of the teaching/learning process.
5. Provide input for the acquisition of the most appropriate universal screeners, online intervention instructional programs, etc., based on research, student outcomes, and alignment to District goals/priorities.
6. Collaborate with campus administration to implement and evaluate the campus implementation of recommended district tiered intervention program.
7. Assist with planning, scheduling and organizing campus master schedules to support implementation of tiered intervention and ensure all students receive appropriate intensive individualized instructional support.
8. Support classroom technology integration needed to support campus tiered intervention programming.
9. Consult with parents, administrators, counselors, teachers, community agencies and other relevant individuals regarding the district's academic intervention implementation as a component of MTSS.
10. Compile budget and cost estimates so support office efficiency, as well as the implementation of a tiered intervention program.

### **Policy, Reports, and Law**

11. Implement the policies established by federal and state law, State Board of Education rule, and local board policy.
12. Compile, maintain, and file all reports, records, and other documents as required.
13. Monitor state and federal legislative processes for potential impact on MTSS systems.
14. Monitor state and federal legislative processes for potential impact on 504 implementation.

### **Additional Responsibilities**

15. Articulate the district's mission, instructional philosophy, and intervention programming to the community and solicit its support in realizing district's mission and goals.
16. Use effective communication skills to present information accurately and clearly.
17. Demonstrate awareness of district-community needs and initiate activities to meet those needs.
18. Communicate to district staff, parents, students, and community members in a manner that conveys respect, concern, and high expectations.
19. Establish and maintain a professional relationship and open communication with principals, teachers, staff, parents, and community members.
20. Foster rapport between the district and the community through positive involvement in civic activities.
21. Pursue professional development through reading, attending conference, and being involved with related agencies and organizations.
22. Perform all other duties as assigned.

### **Supervisory Responsibilities**

23. Supervise staff within Department of Intervention
24. Prepare, review, and revise job descriptions for the intervention department.
25. Evaluate job performance of employees to ensure effectiveness.
26. Select, train, evaluate, and supervise Department of Intervention staff and make recommendations relative to assignment, retention, discipline, and dismissal.

## **Mental Demands/Physical Demands/Environmental Factors**

**Tools/Equipment Used:** Standard office equipment such as personal computers and peripherals

**Posture:** Prolonged sitting, occasional bending/stooping, pushing, pulling, and twisting

**Motion:** Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

**Lifting:** Occasional light lifting and carrying (less than 15 pounds)

**Environment:** Frequent districtwide travel; routine statewide travel; some late hours

**Mental Demands:** Work with frequent interruptions; coordinate multiple tasks simultaneously; maintain emotional control under stress

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsible and duties that may be assigned or skills that may be required.