

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SCHOOL-BASED TEACHER-MTSS

GENERAL STATEMENT OF JOB

In accordance with IABS guidance, this position performs a variety of tasks in facilitating implementation of NC MTSS as a framework for whole-school improvement. Responsibilities include leading implementation across the six (6) critical components of NC MTSS as outlined in the FAM-S, with particular focus on planning and monitoring effectiveness of cohesive tiered supports across academic and non-academic areas to meet the organizational goals of the school and district. The role collaborates with relevant stakeholders including curriculum facilitator, teachers, and administrators and serves as a key member of the school's leadership team. This position serves as a key liaison between the school and district MTSS Department. Position reports to assigned school principal.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

In collaboration with principal, leads implementation of NC MTSS as the framework for whole-school improvement.

Serves as a key liaison between the school and district MTSS Department.

Attends and participates in regularly scheduled meetings throughout the school year for school-based MTSS leads.

Is a member of the school's leadership team and collaborates with PLCs, supplemental problem solving teams, and intensive problem solving teams to support problem solving across tiers.

Actively supports supplemental and intensive problem solving team structures.

Coordinates and delivers district-developed professional development and training/presentations to support school-wide implementation of the six (6) critical components of NC MTSS. This includes, but is not limited to, professional development on standard treatment protocol, progress monitoring, and intervention programming.

Leads implementation and monitoring of supplemental and intensive interventions to ensure continuous improvement.

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Provides support to essential core, supplemental, and intensive problem-solving teams to ensure integrated data-based problem solving through the 4-step problem solving model.

Collaborates with MTSS Department to coordinate annual FAM-S completion.

Assists leadership team in establishing and monitoring school improvement goals and focus in alignment with priority FAM-S items.

Accelerates positive change in the school through collaborative relationships.

Provides demonstration lessons for teachers, especially focusing on literacy and increasing achievement.

Assists in collecting and analyzing data across areas and tiers for increasing student achievement.

Provides information (documents, meeting, and responses to phone calls) for parents/guardians regarding MTSS.

ADDITIONAL JOB FUNCTIONS

Actively pursues opportunities to develop and deepen knowledge in NC MTSS implementation and best practice. Performs other work related to school-based professional development as requested.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree from an accredited college or university in education with demonstrated experience in effective MTSS implementation. Knowledge of NC MTSS and IABS guidance.

Five years of successful teaching experience and/or other relevant professional experience.

Experience in planning and delivering professional learning for adults. Experience with school-based coaching.

Other combinations of applicable education, training, and experience which provide the knowledge, skills, and abilities necessary to perform effectively in the position.

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SPECIAL REQUIREMENTS

Must be certified to teach in the State of North Carolina and hold a current teachers license.

Must possess a valid North Carolina Driver's License.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of NC MTSS implementation and understanding of MTSS as a framework for whole-school improvement.

Experience with effectively coaching teams and individuals.

Ability to build and sustain strong interpersonal relationships with district personnel, school personnel, students and other stakeholders.

Considerable knowledge of best practices to influence adult learning.

Ability to design and deliver professional learning.

Ability to model and engage in PLC structures and practices.

Effective oral, written and presentation skills.

Critical thinking and problem-solving skills.

Ability to use multiple data sources for problem-solving.

Extensive knowledge of the Multi-Tiered System of Support (MTSS) framework, and Positive Behavior Intervention and Supports (PBIS).

Extensive knowledge of curriculum and instructional strategies and interventions for academic and behavior.

Knowledge of goal-setting and use of progress monitoring data to evaluate response to instruction.

Knowledge of NCSCOS and age appropriate developmental expectations.

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Engage in reflection of own practice, including analysis of support provided to school staff, effectiveness of coaching cycles and quality of staff/coach relationships; and participate in professional learning opportunities for own growth.

DISCLAIMER

The preceding job descriptions 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.