

CLASSIFICATION

Multi-tiered System of Support (MTSS) Facilitator

REPORTS TO:

Multi-tiered System of Support (MTSS) Coordinator
Curriculum and Instruction Department

SUMMARY

The MTSS Facilitator will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data. Promotes the practice in the areas of student's academic, social and emotional, and behavioral needs. Works in collaboration with Teachers, Counselors, Student Success Specialists, and Principal to further the work of the Unitary Status Plan in the area of Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students of color in the school.

MINIMUM JOB REQUIREMENTS

Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).

Five years successful teaching experience with diverse student populations at any level.

Experience facilitating staff development in the areas of classroom management, tier one instruction, and interpreting data.

Knowledge of the implementation of the Response to Intervention for academics, social emotional and behavior and the ability to communicate this process with staff.

Previous experience with academic behavior interventions.

Any equivalent combination of experience, training, or education.

Arizona IVP Fingerprint Clearance Card.

PREFERRED QUALIFICATIONS

Master's degree in Curriculum, Teaching, Educational Administration, subject matter, or related field.

Knowledge and or experience training in cognitive coaching or other similar coaching frameworks or methodologies

Knowledge of Restorative Practices and Positive Behavior Intervention Strategies (PBIS).

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards or willingness to complete this requirement within one year.

Bilingual

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Assess training needs and work with individual teachers or teams of teachers to provide support, coaching, and feedback through reflective dialogue.

Apply current research in best practices to work with diverse student populations.

Meet deadlines.

Understand and can apply concepts of adult learning and motivation.

Work as a member of the team to support implementation of restorative and positive practices.

Use best practices for coaching/modeling or observing in a formative way and providing feedback through reflective dialogue for teachers.

Analyze school level, grade level, and classroom data in order to identify strengths and weaknesses and plan targeted support to improve the effectiveness of the MTSS program.

Collaborate with teachers in their Professional Learning Communities to review data and reflect on instruction as it relates to positive behavior intervention strategies.

Facilitate small group learning of new content, pedagogy, and instructional strategies.

Assist the Administration with planning & implementing building level professional development focused on restorative practices.

Demonstrate/model lessons for classroom management, instructional strategies, etc.

Plan and implement staff development activities based on corrective action plans to ensure discipline practices are language accessible.

Provide on site support and monitoring for the successful school wide implementation and evaluation of any site instructional initiative.

Serves as an advocate for families who are seeking optional program placements for their children.

MENTAL TASKS

Communicates – verbally and in writing. Reads. Analyzes and evaluates teacher progress and course curriculum. Develops, implements and evaluates plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluates written materials to include written assignments and tests.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

WORKING CONDITIONS

Indoor - classroom environment. Contact with the public, employees, and staff members.

CONTROL, SUPERVISION

No formal authority for control or supervision.

M:Comp and Class/JOB92272

USP Reviewed: 2/2016

Updated per FLSA 12/1/2016

*Position meets Administrative & Educational duties exemption test.

Position stays exempt