



MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FACILITATOR

Classification: Certificated

Location: Regional

Reports to: Student Support Services

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for certificated MTSS Facilitator teachers with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

Supports district-wide implementation of an effective Multi-Tiered System of Support (MTSS) student management program, which contributes to positive school culture and climate. Supports the implementation of protocols and procedures utilized by site-based personnel to support and maintain the MTSS Framework.

Part II: Supervision and Controls over the Work

Works in coordination with principals, and under the direction of the Director of MTSS and Regional Superintendents to support site-based MTSS efforts in accordance with district vision and action plan. Work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

1. Supports implementation of school-wide MTSS systems in coordination with Student Support Services, principals, Regional Superintendents to enhance Tier 1 implementation and support Tier 2 processes and interventions.
2. Assists in the review and evaluation of MTSS program, materials and research-based practices including classroom implementation of school-wide MTSS processes.
3. Supports district-wide and school-based professional learning outcomes in accordance with school and district annual outcomes.
4. Serves as a resource to building and district leadership to collaboratively problem solve site and student specific behavioral concerns.



MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FACILITATOR

5. Assists with district-wide and site-specific professional development to support annual district and building objectives.
6. Collaborates with staff across sites and disciplines to establish and ensure consistency in MTSS systems and behavioral management strategies.
7. Assists in the development and alignment of tools and resources to support effective MTSS implementation.
8. Assists teachers in classroom management and effective instruction practices through modeling and/or coaching.
9. Facilitates a better understanding of diversity in the classroom/school (e.g., social emotional learning, culturally responsive practices, and trauma-informed practices).
10. Assist school staff in using data for decision-making and action planning.
11. Engages in meaningful and appropriate professional development opportunities to develop knowledge and skills.
12. Integrates district-approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
13. Establishes a professional growth plan and annually reviews plan and progress with administrator.
14. Actively participates in district, regional and national professional development opportunities focused on best practices in instruction and intervention.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful experience in providing intervention support for students not yet meeting standards and/or expectations in academic content and/or behavior.



MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FACILITATOR

3. Successful completion of a teacher certification program or educational staff associate certificate at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
6. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques. Knowledge of and ability to use progress monitoring assessments and data to evaluate effectiveness of instruction and inform instructional decisions.
8. Knowledge of child and adolescent development and ability to apply that knowledge to selection and application of curriculum materials and instructional practices.
9. Knowledge and skill in use and strategies necessary to meet diverse needs of students.
10. Knowledge and skill in culturally responsive teaching and learning.
11. Skill and ability to utilize technology to aid instruction, assessment and learning.
12. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
13. Any position-specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications

1. Successful experience teaching in a diverse student environment.
2. Successful experience accelerating student progress and meeting the needs of students not yet meeting standards and/or expectations.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that must be met by an employee to successfully perform essential functions of the job. Reasonable



MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FACILITATOR

accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities.

Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students.

May be required to travel on school owned or leased vehicles while supervising and assisting students.