

MT. DIABLO UNIFIED SCHOOL DISTRICT

ASSISTANT DIRECTOR, PARTNERSHIPS & MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Summary Definition

Under the general direction of the Director of Partnerships and Multi-Tiered System of Supports (MTSS), the Assistant Director of Partnerships and MTSS will support oversight and responsibility for the facilitation of professional development, system development, school based support, data collection, and reports.

Directly Responsible To

Director of Partnerships and MTSS

Supervision

A multidisciplinary team who will provide direct support to site level staff and also assist in the development of appropriate practices, strategies, and systems that can be implemented districtwide to employ with students.

Examples of Duties (to include, but not limited to):

E: Essential Functions (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements).

1. Coordinate, monitor, and assess effectiveness of district and school-based programs and services aligned within a Multi-Tiered System of Supports (MTSS). **E**
2. Support facilitation and implementation of district-wide initiatives and long and/or short-term projects designed to develop assigned programs and services.
3. Assist and facilitate in the continuing development, professional development, and implementation of MTSS focused on academic, social emotional, and behavioral supports. **E**
4. Assist and support coordination of special projects and programs which can include; counseling services, expanded learning, grants, and partnerships to support students and staff.
5. Plan and coordinate professional development, learning walks, consultation, and school-based support for all sites to develop a MTSS for students, staff, and families. **E**
6. Support development of district systems, processes, and communications (e.g. handbooks, manuals) related to the MTSS and school culture and climate. **E**
7. Supervise staff assigned to provide services and support addressing behavioral challenges within the General Education environment, and assist with the transitions to Special Education Programs, Educational, Multilingual, and Student Services when appropriate.
8. Work collaboratively with regular and special education educators to coordinate activities designed to reduce and eliminate disproportionality. **E**
9. Supervise staff assigned to provide services and support addressing the issues of culture and climate, equity, inclusion, behavior, and disproportionality. **E**
10. Provide direct services, practices, and systems to schools to improve staff knowledge and capacity to manage students with challenging behaviors within a MTSS framework and inclusive classroom and school environment. **E**

11. Conduct ongoing data collection and analysis to inform decisions regarding program development and effectiveness.
12. Distribute disaggregated school data reports on MTSS (academic, behavior, social emotional), culture and climate, disproportionality, and discipline to school-based and district administrators.
13. Demonstrate leadership in creating cultural proficiency and healthful human relationships
14. Prepare agenda items for the Board meetings, as needed.
15. Keep the Director Partnerships & MTSS informed of issues related to special programs, MTSS, and school and district needs.
16. Perform all duties in adherence with all federal and state laws and regulations, and all district policies, rules, procedures, guidelines, and all bargaining unit agreements.
17. Serve on district-level committees as assigned.
18. Perform other duties as assigned by the Director of Partnerships and MTSS, Assistant Superintendent, or Superintendent designee.
19. Other duties as assigned.

DESIRED QUALIFICATIONS

Knowledge of:

1. Knowledge and understanding of current trends within MTSS, Social Emotional Learning (SEL), Behavior Management, and Equity.
2. Experience in developing and implementing strategies and support with school, district, and community teams to address issues within a MTSS framework.
3. Experience in collecting, analyzing, and sharing data through the cycle of inquiry process, relevant to the implementation of MTSS, culture and climate, and equity.
4. Experience in developing and implementing strategies to provide positive behavioral support for schools.
5. Knowledge of special education services, policies and practices around identifying students for special education.
6. Knowledge and understanding of academic and behavioral intervention services provided to students in general education.
7. Knowledge of principles of organization and management.
8. Knowledge of curriculum and the operation of elementary and secondary schools and alternative education programs.
9. Knowledge of laws, district policies, and regulations pertaining to elementary and secondary education and related programs.
10. Knowledge of basic elements of instruction.
11. Ability to exercise good judgment and tact.
12. Ability to work effectively with all segments of the educational community and general public.
13. Ability to speak and write effectively.
14. Ability to analyze problems, make decisions or recommendations, and be responsible for these decisions.
15. Knowledge of the principles of staff training and development.
16. Knowledge of budget development, maintenance, and evaluation.
17. Skill in working with diverse groups and individuals in a manner that achieves district goals.

Skill in:

1. Handling confidential information with discretion
2. Establishing and maintaining effective working relationships

3. Interpersonal skills using tact, patience and courtesy
4. Leadership of teams and departments

Education and Experience:

Any combination equivalent to:

1. Post graduate work in school administration or related fields.
2. Evidence of highly successful teaching experience.
3. Three years of successful experience in school and/or district level administration.
4. Evidence of highly successful district-wide leadership roles in the areas of district systems and MTSS
5. Site and district level experience leading and addressing MTSS, cultural proficiency and systemic change.
6. Bilingual and bicultural (preferred but not required)
7. Possession of an appropriate school administrative credential.

Environment

School office environment: fast-paced work with deadlines; frequent interruptions and high demand to multi-task and complete job duties with stringent specifications; maintains high regard for exemplary customer service.

Physical Abilities

Hear and speak to exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports; sit or stand for extended periods of time; work at a desk, conference table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders and horizontally; lift objects weighing up to 25 pounds.

Diablo Manager Association

Range 25 248 Days

Adopted by the Board of Education _____