

Job Title: **MULTI-TIERED SYSTEM OF SUPPORT (MTSS-READING) COORDINATOR, HINSDALE ELEMENTARY SCHOOL**

Job Goal: The MTSS-Reading (MTSS-R) Coordinator plays a pivotal role in shaping the literacy foundation of our students. They will be instrumental in overseeing reading intervention programs and facilitating professional development as they guide implementation of the essential elements of MTSS-R. Working closely with the Title 1 Program Manager, teachers and Title I staff, the coordinator will guide implementation of multi-tiered systems of support for literacy that are engaging, effective, evidence-based and rooted in the Science of Reading. They will be responsible for collaborating closely with the district Curriculum Coordinator/Title I program manager, building administrators, educators, support staff, families, and students to establish, implement, and continuously improve the essential elements of MTSS-R. This position is an integral part of a greater team and requires flexibility, out-of-the-box thinking, and strong collaborative skills.

Qualifications:

- Minimum of five years' experience as an elementary teacher.
- Demonstrated success in implementing practices related to a multi-tiered system of support, including for instruction, curriculum development, and professional development.
- Demonstrated success in coaching and training staff in tiered systems of support for literacy and Science of Reading based practices.
- Experienced literacy and/or curriculum, instruction and assessment leader preferred.
- NH Reading and Writing Specialist (0037) certification preferred.
- Minimum of a bachelor's degree from an accredited college or university; master's degree in Reading/English Language Arts or Curriculum/Instruction with an emphasis in literacy instruction preferred.

Reports to: Coordinator of Curriculum, Instruction and Assessment or designee

Type of Position: 195 days

Wage: Contract

Hours per week:

Essential Core Values:

- All students can learn at high levels and being student-centered is a driving core practice.
- Supporting all students' social, emotional, and intellectual growth is essential to nurturing academic success and well-being.
- Fostering collaboration and a sense of belonging and seeking different perspectives from many stakeholders are the building blocks of a vibrant school culture that leads to greater equity and educational success for all students.

Responsibilities:

- Tiered Intervention Planning: Collaborate with educators, administrators, and support staff to develop screening, assessment and tiered intervention strategies tailored to meet the diverse needs of students.
- MTSS-R Implementation: Lead the implementation, continuous improvement, and sustainability of the Multi-Tiered System of Support elements across all grade levels including the cohesion and continuity of instruction, assessment, and curriculum across universal instruction and tiered literacy supports.
- Coaching and Professional Development: Provide coaching and facilitate on-going embedded professional development for teachers and staff on MTSS-R principles, strategies, and best practices to ensure fidelity of implementation across all tiers.
- Assessment and Data Analysis: Coordinate the collection and analysis of student data to identify academic needs, use of screeners, various formative and summative assessment tools, and standardized tests as appropriate.
- Progress Monitoring: Establish systems for ongoing progress monitoring to assess the effectiveness of interventions and make data-driven decisions about student needs and intervention adjustments.
- Data Management and Reporting: Maintain accurate records of student interventions, progress monitoring data, and outcomes, and prepare reports to communicate progress and effectiveness of the MTSS program to stakeholders. Investigate, research, and implement new technologies that will assist in data collection and analysis, as available.
- Parent and Community Engagement: Develop and implement diagnostic approaches that foster partnerships with families and community stakeholders to support student success within the MTSS framework, including providing intervention strategies, resources, workshops, and information sessions.
- Collaboration and Coordination: Facilitate collaboration with the ELA leadership team, MTSS teams and other school/district staff.
- Continuous Improvement: Stay current with research, trends, and best practices related to MTSS and evidence-based interventions and use this knowledge to continuously improve the MTSS program and practices.
- Compliance and Accountability: Ensure compliance with state and federal regulations related to MTSS and Title 1 services and participate in program evaluation and accountability measures as required.
- Other related duties as assigned by the Curriculum Coordinator/Title I Program Manager or Principal.

Knowledge, Skills, and Abilities

- Skilled in implementing evidence-based practices for tiered literacy systems of support.
- Skilled in Science or Reading based pedagogy and practices. Knowledgeable in structured and systematic approaches to foundational literacy (e.g., LETRS).
- Skilled in coaching teachers and staff in effective use of strategies for supporting reading instruction across tiered systems of support.

- Skilled in differentiating instruction based on varied student learning needs, using diagnostic data to tailor instruction to meet the needs of the student(s).
- Skilled in delivering instruction that reflects multiple perspectives and multicultural education.
- Skilled in fostering a professional collaborative culture.
- Excellent organizational, communication, and data management skills.

PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):

PRIMARY PHYSICAL REQUIREMENTS

Lift up to 10 lbs.: Frequently required
 Lift up to 25 lbs.: Occasionally
 Lift 26 to 50 lbs.: Rarely
 Lift over 50 lbs.: Rarely

CARRY up to 10 lbs.: Frequently required
 CARRY 11 to 25 lbs.: Occasionally
 CARRY 26 to 50 lbs.: Rarely
 CARRY over 50 lbs.: Rarely

REACH above shoulder height: Occasionally
 REACH at shoulder height: Frequently required
 REACH below shoulder height: Frequently required
 PUSH/PULL: Occasionally

OTHER PHYSICAL CONSIDERATIONS

Twisting: Occasionally
 Bending: Occasionally
 Crawling: Rarely
 Squatting: Rarely
 Kneeling: Rarely
 Crouching: Rarely
 Climbing: Rarely
 Balancing: Rarely

WORK SURFACES: (describe)

Composite desk
 Carpet/tile floors
 Computer keyboard/screen

DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:

| Consecutive hours | Total Hours |
|-------------------|-------------|
| Sit: 2 | 5 |
| Stand: 1 | 2 |
| Walk: 1 | 1 |

HAND MANIPULATION:

Grasping: Occasionally
 Handing: Frequently required
 Torquing: Occasionally
 Fingering: Frequently required

Environment: Inside: 98% Outside: 2%

Short Description: (Example: Work is performed inside and out of doors in an environment Which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COGNITIVE AND SENSORY REQUIREMENTS:

Talking: Necessary for communicating with others.
Hearing: Necessary for receiving information and instructions.
Sight: Necessary to do job effectively and correctly.
Tasting & Smelling: Smelling required to detect noxious fumes and odors.

SUMMARY OF OCCUPATIONAL EXPOSURES:

Bacterial and viral infections carried by children
Cleaning products

Special Conditions of Employment

All employees must pass a criminal history background check.

I have reviewed this job description and am in acceptance of its parameters.

Employee signature

Date

Human Resources signature

Date