

Multi-Tiered Systems of Support (MTSS) At-Large Implementation Coach

Purpose Statement

The job of Multi-Tiered Systems of Support (MTSS) At-Large Implementation Coordinator is done for the purpose/s of providing statewide support through the Association of Educational Service Districts (AESD) Network to districts and schools implementing the Washington State MTSS Framework. The MTSS At-Large Implementation Coordinator will join the Washington MTSS Implementation Team that operates under the guidance of the OSPI Assistant Director of MTSS.

The Team consists of nine Regional Implementation Coordinators (RICs) who serve districts within each of the nine Educational Service District (ESD) regions, unified as the AESD Network; designated OSPI staff; and other statewide/national partners. The OSPI/AESD MTSS Implementation Team supports specific districts across the state through professional development and technical assistance as they implement the Washington State MTSS Framework.

The MTSS Statewide Implementation Coordinator will provide support across the state, developing / providing training and technical assistance in collaboration with the full Washington MTSS Implementation Team. Through this work, student success will increase as a result of improving systems designed to respond to the needs of each student.

This job is distinguished from similar jobs by the following characteristics: Per the essential functions and educational requirements listed below.

This job reports to AESD/OSPI- Network Executive Director or designee

Essential Functions

- Collaborates with OSPI and ESD RIC team in support of consistent two-way communications, and regular communication to districts and schools, that supports implementation, data collection and use for the purpose of program accountability and maintaining consistency of messaging and processes.
- Engages in regular guided collaboration within and among statewide OSPI/AESD Network initiatives (e.g. i.e. Regional Literacy Coordinators, Early Childhood Special Education Implementation Specialists, school improvement, and special education, etc.) for the purpose of program/initiative alignment and maximized support of districts.
- Engages as an active member of the statewide MTSS Network by regularly attending statewide meetings (quarterly two-day in person meetings and a summer four-day meeting), and participating in professional development, for the purpose of maintaining consistency of messaging and processes.
- Facilitates professional learning opportunities among districts and schools, including statewide webinars and conferences for the purpose of expanding the application of MTSS principles and practices.
- Participates in required OSPI data collection related to the statewide MTSS project, including gathering and synthesizing information on MTSS professional learning and technical assistance for the purpose of assisting in school improvement and MTSS planning.
- Participates in MTSS professional development opportunities as determined and funded by OSPI, including attendance at conferences, (e.g. leadership team, SIP, statewide meetings, etc.) for the purpose of providing support through the application of best practices in the field of MTSS.
- Support the implementation of the Washington MTSS Framework, using designated scope and sequence, training materials, and coaching methods developed and/or adopted by the Washington MTSS Implementation Team, for the purpose of delivering support to participating districts and schools.
- Supports statewide and regional capacity building through OSPI/AESD support and data sharing, peer-to-peer networking, and connecting districts to one another for the purpose of expanding the application of MTSS principles and practices.

- Supports districts and schools in readiness for implementation activities, capacity and implementation data use, for the purpose of intentional action planning.

Other Functions

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of school improvement and MTSS plans.
- Trains teachers and administrators on best practices, protocols, strategies, structures, etc. for the purpose of improving student success.
- Transports materials and equipment for the purpose of ensuring the availability of items as needed.
- Uses cycle of inquiry and other strategic planning practices for the purpose of identifying assets and needs within school district(s).

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment techniques; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: age appropriate activities; concepts of grammar and punctuation; school restructuring processes; performance-based assessments and scoring rubrics; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: effectively communicating with persons of varied backgrounds and educational levels; setting priorities; working as part of a team; working with detailed information/data; traveling; and the flexibility to work some evenings and weekends.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 30% walking, and 50% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is desired.

Education: Bachelors degree in job-related area.

Equivalency: MA degree preferred, though may be waived in lieu of any combination of education and

experience that provides the required knowledge, skills, and abilities of the position.
Three years of job related experience with increasing levels of responsibility is preferred.
Experience with leading/implementing and MTSS system at district and/or building-levels is preferred.
Experience in K-12 systems change and school improvement is preferred.

Required Testing

Continuing Educ. / Training

Maintains Certificates and/or Licenses

Certificates and Licenses

Valid Driver's License & Evidence of Insurability
Valid WA State Teaching Certificate Preferred

Clearances

Criminal Justice Fingerprint/Background Clearance
WA State Sexual Misconduct Disclosure Release

FLSA Status	Approval Date	Salary Grade
Non Exempt	9/19/2022	59
Capital Region ESD 113 is an Equal Opportunity Employer		