

CENTER JOINT UNIFIED SCHOOL DISTRICT

TITLE: MTSS (Multi Tiered Systems of Support) Specialist

SUPERVISOR: Principal or Designee

DEPARTMENT: School Site

CLASSIFICATION: Certificated

BOARD APPROVED: 3/11/2026

DESCRIPTION OF BASIC RESPONSIBILITIES:

The MTSS Specialist supports the academic, behavioral, and social-emotional success of elementary students through the implementation of a Multi-Tiered System of Supports (MTSS). This role includes direct instruction and intervention with students, collaboration with teachers and support staff, progress monitoring, and the use of data to inform tiered supports. The MTSS Specialist works closely with the school leadership team to strengthen Tier 1 instruction and to design, implement, and monitor Tier 2 and Tier 3 interventions aligned to site and district goals.

ESSENTIAL FUNCTIONS:

1. Provide Tier 1 intervention support in classrooms in academic, behavioral, attendance and social-emotional skill areas aligned with MTSS through classroom modeling, co-teaching, and consultation to strengthen core instructional practices and student engagement.
2. Provide targeted Tier 2 and Tier 3 interventions to individual students and small groups in academic, behavioral, attendance and social-emotional skill areas aligned with MTSS.
3. Implement research-based intervention strategies to support MTSS at the school site.
4. Maintain accurate documentation of intervention plans, student progress, and outcomes in alignment with MTSS procedures.
5. Use data to adjust intervention strategies and recommend instructional support.
6. Facilitate and participate in MTSS, SST, Tier 1, Tier 2, and Tier 3 meetings to review data, develop intervention plans, and monitor implementation.
7. Collaborate with administrators, teachers, intervention staff, counselors, psychologists, and special education personnel to ensure coordinated student support.
8. Partner with families to communicate student progress and provide resources to support learning and behavior.
9. Share best practices, and provide training to staff on MTSS implementation, intervention strategies, and data-informed instruction.
10. Model effective instructional and behavioral strategies and support teachers through coaching, co-planning, and classroom collaboration.
11. Collaborate with school leadership to strengthen MTSS systems, intervention schedules, and schoolwide student support structures.
12. Create an emotionally and physically safe learning environment.
13. Interact positively with colleagues, supervisors, parents, and community agencies.
14. Attend professional development related to job duties.
15. Perform other related duties as assigned.

EMPLOYMENT STANDARDS:

Knowledge of:

- California State English/Language Arts Standards
- Researched-based teaching strategies
- Reading research and strategies
- Response to Intervention (RTI) process and Tiered Instruction
- Universal Design for Learning (UDL) principles
- Diagnostic techniques of student learning needs

Ability to:

- Employ appropriate student motivational techniques
- Accept individual student's level of learning as a starting point for instruction
- Apply appropriate teaching strategies across the District curriculum effectively
- Consistently establish and maintain effective classroom control
- Motivate students
- Communicate with individuals from varied educational and cultural backgrounds
- Direct support personnel
- Evaluate student performance
- Maintain records
- Meet schedules and deadlines
- Meet and maintain the physical requirements necessary to perform assigned job functions in a safe and effective manner
- Communicate effectively in both oral and written form
- Establish and maintain effective work relationships
- Integrate appropriate technology into existing curriculum

EDUCATION, EXPERIENCE AND REQUIREMENTS:

- Valid California Teaching Credential
- TB Test clearance
- Drug test clearance
- Criminal Justice Fingerprint clearance
- Five years of successful classroom teaching

PHYSICAL CHARACTERISTICS:

- Sufficient vision to read printed and technological materials
- Sufficient hearing to conduct in-person conversations
- Understandable voice with sufficient volume and clarity to be heard in normal conversations
- Sufficient dexterity to write and use office and classroom equipment
- Sufficient strength to lift, carry, reach and handle objects
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions