

### **Job Description**

**Position Title:** Multi-Tiered Systems of Support (MTSS) Facilitator

**Location:** Two positions available - Cheney Middle School and  
 Sheyenne High School

**Department:** Curriculum & Instruction and Behavioral Health & Wellness

**Reports To:** Building Principal and Directors of Curriculum & Instruction and  
 Behavioral Health & Wellness

**Term:** Renewing 198-day contract beginning with 2025-26 school year

**Schedule:** Mon-Fri Full-time

**Salary:** Positions follows the [Teacher Salary Schedule 2023-2025](#)

**Date of last review:** April 2025

**SUMMARY:** The MTSS Facilitator position leads MTSS system development at their assigned building in collaboration with other facilitators to ensure equity across the district. This is accomplished with the support of the Directors of Behavioral Health & Wellness and Curriculum & Instruction, and educators assigned to secondary intervention courses focused on evidence-based instructional practices aligned to our strategic and intensive interventions which are in support of the guaranteed and viable curriculum (GVC) and profile of a graduate dispositions.

**To Apply:** Please complete the application and provide a letter of interest, a resume, and three letters of recommendation. Please also include your transcripts and a copy of your licensure through ESPB, if available.

**QUALIFICATION REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty and requirement satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required for the role. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *(Other duties may be assigned)*

*Collaboration:*

- Develops positive, effective working relationships with learners and staff.
- Provides Principals with assistance, as requested, to create learner and educator intervention schedules.
- Collaborates with the counseling and administrative teams to ensure course registration is completed accurately for learners in academic interventions.
- Promotes Positive Behavior Intervention and Support (PBIS) practices across all three tiers including school-wide positive reinforcement systems for learners and educators.
- Leads the implementation of universal screening three times per year and teaming around data analysis to support intervention for at-risk learners.
- Provides modeling, coaching, feedback, and fidelity checks with school teams/specific staff in relation to individual learner/program needs.
- Collaborates with the MTSS facilitator team to support the transition of learners from one level to the next; for example, fifth to sixth and eighth to ninth.



- Assists staff in defining and measuring target behavior, determining the function of behavior, teaching replacement behavior, understanding principles of reinforcement, and implementing strategies for decreasing problem behavior.
- Supports the collaboration between community partners and school teams as needed to ensure a continuum of intentional, systemic intervention related to social-emotional and behavioral needs.
- Works collaboratively with the administrative team and educator leaders to design and implement targeted professional learning and continue to advance practices for intervention educators.
- Collaborates with the District Strategic Planning and Monitoring Committee to evaluate data and monitor the intervention programming at the district-level.
- Engages with other district staff in the professional learning community process.

#### *Communication:*

- Maintains communication with Director of Curriculum & Instruction and English Language Arts (ELA) & Math Coordinators.
- Maintains communication with Special Education Coordinators in a shared service model.
- Maintains communication with Director of Behavioral Health & Wellness and assigned Coordinator.
- Models, for intervention educators, formative and authentic assessments aligned to the standards and learning targets of the discipline.
- Communicates intervention assessment windows with intervention educators and works with learners who need make-up sessions for assessments.
- Models various instruction methods and creates videos for educator review as needed.
- Connects and shares ideas through appropriate/applicable formats to express thoughts and ideas with integrity.
- Utilizes effective communication skills to facilitate connection and sharing of thoughts and ideas in multiple formats with diverse audiences.
- Establishes and clearly articulates procedures and routines that promote efficiency and appropriate use of time.
- Utilizes questions, discussions, and dialogue that promote critical thinking about diverse perspectives, viewpoints, and experiences.

#### *Compassion:*

- Understands the complexities of cultural and global issues and how they relate to employee and learners' experiences.
- Partners with others to resolve potential controversy and conflict through respectful discussion.
- Proactively seeks to understand the ideas, opinions, and skills of others.

#### *Creativity:*

- Connects with team members and shares ideas in an effort to improve the overall learner and employee experience.
- Utilizes creative, critical thinking skills when faced with challenges.
- Establishes a culture that values high expectations, work ethic, and a growth mindset.

*Critical Thinking:*

- Frequently monitors learners who are at risk of academic failure, stepping in to make preventative changes.
- Analyzes data to determine candidates for further screening.
- Analyzes data collected from learner performance to inform the program and monitor the MTSS system.
- Facilitates and models using learner data and evidence to inform instruction both individually and with intervention teams.
- Maintains knowledge of Individuals with Disabilities Education Act (IDEA) procedures, especially related to discipline-related procedures.
- Utilizes fluency in data analysis, including platforms and manual entry (i.e., Excel) to visually display information to promote data-based decision making.
- Reasons, interprets, and analyzes information to generate new knowledge and understanding.
- Demonstrates knowledge of content and pedagogy; explicitly connecting key concepts to develop learner skills.

*Reflection:*

- Demonstrates understanding of the diverse social, emotional and developmental learning needs of learners.
- Maintains communication with supervisor and director regarding general feedback, career advancement opportunities, and areas of growth opportunities.

*Resilience:*

- Maintains composure while dealing with stressful situations.
- Proactively seeks out resolutions and takes initiative to resolve knowledge gaps.

*Responsibility:*

- Facilitates and models the integration of technology into the educational environment.
- Conducts screening for new learners as needed throughout the year.
- Leads teaming around the annual completion of school-wide fidelity inventories to identify areas of growth.
- Leads the implementation of universal screening three times per year and teaming around data analysis to support intervention for at-risk learners.
- Facilitates building-level teaming to respond to areas of need based on data, including data collection across a variety of platforms and methodology.
- Provides guidance and guidelines for evidence of the implementation of professional learning.
- Utilizes district guaranteed and viable curriculum including the scope & sequence of academic and social emotional learning targets along with the defined proficiency scales.
- Plans a program of study that meets the individual needs, interests, and abilities of the learners.
- Utilizes district behavioral plans as a backbone to promote positive learner behavior.
- Fosters a safe and equitable learning environment.
- Utilizes the district protocol for maintaining information on learner progress.
- Utilizes knowledge of applicable federal and state laws regarding education and learners.

- Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to learners.

***PHYSICAL DEMANDS AND WORK ENVIRONMENT:*** *The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- While performing the essential duties and responsibilities of this role, the employee is regularly required to reach with hands and arms.
- While performing the essential duties and responsibilities of this role, the employee is regularly required to stand, walk, bend, talk, and hear.
- The specific vision abilities required for this role include close and peripheral vision.
- The employee may be required to lift up to ~30 pounds.
- The employee must work with the public and various WFPS staff while simultaneously managing several competing demands.
- The employee may come in contact with bloodborne pathogens or other bodily fluids on rare occasions.
- The employee will work in an environment that has a quiet to loud noise level.

***EDUCATION AND/OR EXPERIENCE:***

- North Dakota Teaching License.
- Bachelor's Degree in Arts or Science Education.
- Minimum 3 years of relevant experience.
- Minimum of 3 years of leadership experience.
- Prior experience working in a school setting preferred.
- Completed training in math literacy is preferred.
- Prior experience with effective progress monitoring procedures is preferred.
- Prior experience facilitating adult learning is preferred.
- Prior experience with restorative practices and other non-exclusionary discipline practices is preferred.

***LANGUAGE SKILLS:***

- Ability to read, write, and comprehend simple and complex instructions and correspondences in the English language.
- Ability to communicate effectively verbally, expressively, and reactively.

***OTHER SKILLS AND ABILITIES:***

- Exercises confidentiality, discretion, and good judgement.
- Adheres to the assigned work schedule by maintaining regular and punctual attendance.
- Utilizes critical reading and writing literacy skills.
- Employs effective classroom management and engagement strategies.
- Prior experience with effective formative and summative assessment practices is preferred.

- Prior experience with standards-based grading and reporting practices is preferred.
- Prior experience with research-based instructional practices is preferred.
- Prior experience with small group instructional methods is preferred.
- Prior experience with integration of technology is preferred.

***SUPERVISORY RESPONSIBILITIES:***

- None.