



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Director, Multi-Tiered System of Support

**Class Code: 1499
Work Days: 225**

GENERAL PURPOSE

Organize, plan, coordinate, lead, and participate as a team member in order to meet the diverse educational needs of California students, as well as the individual needs of districts, teachers, administrators, community members, and parents; coordinate assigned activities with other units, divisions, and outside agencies; and provide highly responsible and complex administrative support to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives general administrative direction from higher level management staff.
2. Exercises direct supervision over management, supervisory, professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Manage and participate in the development and implementation of goals, objectives, policies, priorities, and strategic plan for assigned programs; recommend and administer policies and procedures.
 2. Assume management responsibility for services and activities of MTSS.
 3. Continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; assess and monitor work load, administrative, and support systems, and internal reporting relationships; identify opportunities for improvement and review with the Associate Superintendent; implement improvements.
 4. Plan, direct, coordinate, and review the work plan for MTSS services; meet with staff to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods, and procedures.
 5. Select, train, motivate, lead, and evaluate staff; provide resources and guidance to support staff success; work with employees to improve performance.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

6. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
7. Manage and participate in the development and administration of the assigned program budgets including; forecast funds needed for staffing, equipment, materials, and supplies; coordinate the monitoring of and approve expenditures; recommend adjustments as necessary.
8. Provide responsible staff assistance to the Associate Superintendent; prepare and present staff reports and other necessary correspondence.
9. Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to MTSS, policies, and procedures as appropriate.
10. Participate on a variety of boards and commissions; attend and participate in professional group meetings; stay abreast of new trends, legislation and regulatory rulings and innovations related to MTSS.
11. Establish control procedures to ensure adherence to state policies regarding MTSS Grant.
12. Identify opportunities for improved customer service and implementation of improvements.
13. Plan, coordinate, and conduct various workshops and meetings for continuous improvement of MTSS.
14. Demonstrate attendance sufficient to complete the duties of the position as required.
15. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Multi-Tiered System of Support.
2. MTSS development, monitoring, and regulations.
3. Modern and complex principles and practices of program development and administration.
4. Procedures, methods, and techniques of project and workflow management and organization.
5. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
6. Advanced principles and practices of budget preparation and administration.
7. California Education Code, California Administrative Code, and policies, rules, and regulations of the County Schools Office.
8. State and federal programs, as well as the funding processes.
9. Effective professional development, training, and coaching protocols.
10. California Academic Content Standards.

Ability and Skill to:

1. Provide administrative and professional leadership and direction for assigned programs in Instructional Services
2. Select, train, lead, coach, direct the work of, supervise, and evaluate management, supervisory, professional, and technical employees; effectively delegate authority and responsibility.
3. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
4. Prepare and administer large and complex budgets.
5. Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
6. Establish and maintain effective working relationships with various constituencies.
7. Interpret and explain laws, codes, contracts, policies, and procedures.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Master's degree from an accredited college or university with major course work in education and six years of responsible project management experience related to education including three years of supervisory experience.

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure.

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