



## **Holton Public Schools Notice of Intent to Employ**

### **Posting Date**

June 3, 2025

### **Position**

Multi-Tiered Systems of Support Director

### **Qualifications**

Applicants must possess a valid Michigan teaching certificate. Hold a Master's degree in Educational Leadership or equivalent, and be able to meet the School Administrator Certification requirements as outlined by the State of Michigan. Possess more than 5 years of teaching experience, possess a strong knowledge of research-based teaching practices, have extensive knowledge of special education, Response to Intervention, and Multi-Tiered Systems of Supports, and be knowledgeable about the diagnosis, implementation, and evaluation of a strong curriculum across the district. Preferred administrative experience.

### **Reports To**

Superintendent

### **Essential Functions**

- Address student academic deficits, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs through differentiating instruction.
  - Implementing evidence-based activities to meet the comprehensive needs of students.
  - Providing information and assistance to parents and families on how they can effectively support student learning.
  - Tracking student attendance and improving student engagement in face-to-face and virtual learning environments.
- Implement and monitor the District's Multi-Tiered System of Supports for Academic and Behavioral improvement.
  - Tier 1, Adoption, training of high-quality evidence and research-based curriculum and instruction and adoption, training, and implementation of high-quality social emotional curriculum and PBIS integration.
  - Tier 2, small group, evidence-based interventions in reading and/or mathematics to support other core content areas and limited, small group, evidence-based, systematic early intervention tools designed to improve social, emotional and

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non-academic areas of demonstrated student(s) need.

- Tier 3, intense, individualized system of supports, matched to each student's needs (counseling and/or mental health, mentoring services) and designed to increase the function of the whole child.
- Integrate district systems with College, Career and Technical Education programming to meet career and college readiness standards.
- Support instructional leaders and teachers to ensure high-quality teaching and learning.
- Ensure that the district has a shared understanding of the visions of high-quality subject-specific instruction and has instructional practices that are aligned to each respective vision document.
- Ensure that the district provides curricular documents (per its definition of curriculum and modified on an annual basis) that identify specific academic targets as well as the non-academic targets for all students in all grades in all content areas.
- Ensures that curricular resources are available for all teachers and that resources can be differentiated to provide additional academic support for struggling students.
- Utilize a district process for collecting student data and teacher performance data to drive instructional improvement.
- Direct the use of district coaches or MAISD content/pedagogy specialists to support teacher learning and collaboration for the purpose of improving instruction.
- Ensure the effective use of teachers' protected time to collaborate around improving student performance
- Implement strategies to attract and retain qualified, effective teaching staff such as teacher induction, mentoring, coaching model, cultural competence, professional learning communities, peer observation & feedback.
- Provide quality, job-embedded professional learning for all staff based on the district's continuous improvement efforts.
- Provide school climate and culture programming and activities with staff, students and stakeholders.
- Ensure a continuous improvement process to meet state and federal program requirements by supplementing the general education program and meet student needs.
- Other duties as assigned.

## Competencies

- Strong desire and ability to achieve outstanding student achievement results in a short amount of time.
- Ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning.
- Aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning.
- Ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never ending quest to deliver the vision of high quality subject-specific instruction in every class period every day.
- Ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability.
- Achieve results by taking risks and reflecting and acting on lessons learned.

**Starting Date**

July 1, 2025

**Salary**

Commensurate with education, experience, and credentials.

**Application Deadline**

Tuesday, June 17, 2025 at 3:30 PM

**Application Instructions**

Please provide a letter of interest, current resume, copies of transcripts and teaching credentials, and letters of reference to:

Dr. Adam Bayne, Superintendent  
Holton Public Schools  
6500 4<sup>th</sup> Street  
Holton, MI 49425

**Approved by Dr. Adam Bayne, Superintendent on June 3, 2025.**