

Director II, Multi-Tiered System of Supports

Position Details

Job Code: U7101

Reference Code: A103

Division/Unit: Academic

Classification: Licensed Administrator

Terms of Employment: [Step 43 of the Unified Administrative Salary Schedule, 12 Months](#)

FLSA STATUS: EXEMPT

Position Summary

This position functions as an instructional leader for Pre-Kindergarten–Grade12 (Pre-K–12) Multi-Tiered System of Supports (MTSS) implementation and accountability operations within the Academic Unit (AU). Responsibilities include MTSS districtwide implementation supports, setting and maintaining standards/processes for social-emotional learning (SEL) supplemental instructional materials development, professional learning, and analysis of teaching and learning programs. The individual selected for this position is directly responsible to the Chief Academic Officer, AU.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Work with all stakeholders in the Teaching and Learning Unit and the Chief Academic Officer to analyze and monitor unit activities to ensure alignment to the Strategic Plan of the Clark County School District (CCSD).
2. Collaborate with CCSD partners to ensure effective implementation of CCSD initiatives.

3. Oversee and manage budgets, including facilitating grant activities and special projects and managing the respective budgets.
4. Coordinate activities related to the usage and upkeep of the work area.
5. Lead the planning, implementation, and evaluation of new programs to meet the unique needs of schools.
6. Plan, organize, and direct CCSD programs for design, implementation, and evaluation of districtwide MTSS structures.
7. Oversee the work of CCSD leadership team for rollout and full implementation of MTSS Pre-K–12.
8. Create and implement structures for collaboration across the CCSD leadership team and school leadership team to ensure quality programming for students with academic, social-emotional, and behavioral needs in accordance with CCSD and state guidelines.
9. Provide training and ongoing coaching to school leadership teams and teachers on the MTSS framework.
10. Assist with analysis, implementation, troubleshooting, and quality assurance of CCSD projects and special projects.
11. Facilitates the selection and supervision of teacher task forces for curriculum development, revision processes for social-emotional learning (SEL) supplemental instructional materials selection, and for various other curriculum-related projects.
12. Provide direct advice along with expertise to administrators, teachers, and other stakeholders, including parents/guardians, regarding MTSS structures and SEL supplemental curriculum, programs, and professional learning opportunities.
13. Coordinate, manage, and analyze unit professional learning programs.
14. Oversee performance management program evaluation and data analysis related to MTSS and SEL programs and projects.
15. Work effectively with administrators and classroom teachers at the school level to implement effective SEL instruction and MTSS practices for all students.
16. Plan and lead district-level MTSS specific committee meetings to support the implementation of MTSS Pre-K–12.
17. Co-design, present, and facilitate MTSS professional learning activities for teachers, parents/guardians, and administrators as needed.
18. Provide professional learning opportunities to meet the needs of teachers and administrators within the professional growth system outside of the contracted work hours, on a regular basis, including weekends and evenings.
19. Coordinate with cross-functional teams to determine progress monitoring guidelines.

20. Gather evaluate, and disseminate research-based practices in curriculum, instruction, and assessment using an MTSS lens.
21. Manage multiple projects and responsibilities simultaneously, as well as prioritize accordingly.
22. Develop, monitor, and evaluate project plans to ensure completion within a timeline and budget.
23. Gather data, analyze, and evaluate the effectiveness of SEL supplemental instructional materials and professional development.
24. Develop and write grant proposals in alignment with CCSD goals to improve teacher content knowledge, pedagogy, and increase student achievement.
25. Assist schools with program design and implementation practices.
26. Lead the work of integrating behavior support, student services, and academics at the school level.
27. Train and support administrators, teachers, and other school staff to create systematic processes for MTSS and SEL curriculum implementation.
28. Conduct site observations of teachers along with collaborate with the site administration to develop a plan for improvement and provide personalized professional learning.
29. Collaborate with administrators and project facilitators within and outside the Teaching and Learning Unit divisions/departments in regards to CCSD initiatives.
30. Participate in on-site visits to schools to review programs.
31. Ensure alignment of MTSS as the overall strategy to meet each school improvement plan.
32. Provide a wide variety of materials to document activities and issues, meet compliance requirements, and provide audit references.
33. Ensure compliance with national, state, and local regulations regarding reporting of data.
34. Provide feedback from schools to inform CCSD policy and programming.
35. Serve as a liaison to community groups and public agencies as appropriate; represent CCSD in matters related to curriculum at the local, state, and national levels.
36. Administer along with implement existing grants and the related budgets.
37. Attend to written/verbal correspondences regarding curriculum and instruction.
38. Collaborate with university, community organizations, and other content partners to implement grant awards.
39. Develop resources for parents/guardians and students, including videos and documents aligned to the MTSS structure.
40. Supervise preparation of curriculum documents and instructional materials as needed.

41. Collect, analyze, and review data in order to revise, improve, and plan for future opportunities for professional learning for teachers.
 42. Analyze student achievement data to implement site-based programs to support MTSS.
 43. Assist with data collection and grant monitoring.
 44. Collaborate with curriculum administrators to ensure program alignment.
 45. Prepare reports and other essential information for CCSD and school leaders.
 46. Interpret CCSD policy and procedures related to curriculum for parents/guardians, teachers, administrators, and other interest groups.
 47. Perform other duties related to the position, as assigned.
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Position Expectations

1. Knowledge of Nevada Academic Content Standards (NVACS), Positive Behavior Interventions and Supports (PBIS), SEL, and MTSS.
2. Knowledge of CCSD budgetary processes.
3. Knowledge of adopted Tier I instructional materials, MTSS structures, and Tier II and Tier III instructional materials.
4. Knowledge of best practices as well as current research on curriculum and educational issues, along with meeting the needs of English language learners and students receiving special education services.
5. Knowledge of district/school level instructional planning and curricular design.
6. Knowledge of federal, state, and local policies and procedures, including but not limited to the Children's Internet Protection Act (CIPA), The Family Educational Rights and Privacy Act (FERPA), The Individuals with Disabilities Education Act (IDEA), and Every Student Succeeds Act (ESSA).
7. Knowledge of CCSD policies and regulations.
8. Knowledge of legalities associated with personnel management and supervision.
9. Knowledge of national, state, and CCSD accountability initiatives related to student achievement.
10. Knowledge of collective bargaining agreements (CBAs) for all employee groups.
11. Knowledge of CCSD organizational structure and related personnel.
12. Knowledge of cultural diversity within the community as it relates to the affirmative action goals of CCSD.
13. Knowledge of project planning, management, evaluation theory, and practices.
14. Knowledge of state and local Pre-K–12 student assessments.
15. Knowledge of and ability to supervise and evaluate support professionals and licensed employees.
16. Ability to communicate clearly both verbally and in writing.

17. Ability to work cooperatively with school and administrative personnel.
 18. Ability to write, analyze, and edit curriculum documents.
 19. Effective presentation skills.
 20. High-level of self-confidence, initiative, self-direction, and motivation.
 21. High-level skills in planning, organizing, and coordinating job-related tasks.
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Position Requirements

Education and Training

An earned master's degree from an accredited college or university in Curriculum and Instruction, Special Education, or related fields.

Licenses and Certifications

Hold or be able to acquire, by time of appointment to the position, a Nevada administrative endorsement, as appropriate.

Experience

1. Have previously demonstrated at least five (5) years of successful licensed teaching experience in an accredited Pre-K–12 public or private school; and, be able to acquire, by time of appointment, appropriate Nevada school administrative endorsement; or, have previously demonstrated at least three (3) years of successful licensed teaching in an accredited Pre-K–12 public or private school; and, currently hold a valid Nevada school administrative endorsement.
2. A minimum of two (2) years' experience as a contracted administrator in an accredited Pre-K–12 public or private school or a minimum of two (2) years contracted administrative experience in a related position.
3. Educational emphasis and experience in MTSS or related fields.
4. Demonstrated experience in curriculum design and development.
5. Demonstrated experience in designing, facilitating, and evaluating professional learning.
6. Successful performance in position held at time of application.

Preferred Qualifications

1. Demonstrated knowledge of current national and Nevada State MTSS initiatives.
2. School-based experience in leading teams through the development and implementation of the MTSS framework, including academic, social-emotional, and behavioral tiered instruction and support.

When applying for an administrative position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 10/16/23
- Created: 04/20/22