



# Coordinator IV, Multi-Tiered System of Supports (MTSS), Pre-Kindergarten–Grade 12, Academic Unit

## Position Details

Job Code: U7403

Reference Code: A151

Division/Unit: Academic

Classification: Licensed Administrator

Terms of Employment: [Step 41 of the Unified Administrative Salary Schedule, 12 Months](#)

FLSA STATUS: EXEMPT

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## Position Summary

This position assists with developing and implementing the Clark County School District's MTSS framework for addressing and supporting the needs of students. Responsibilities include collaborating with various departments, divisions, and site-based administrators and teachers to promote and support MTSS implementation. Supports include but are not limited to, planning and leading program development and professional learning and assisting with districtwide and site-based MTSS implementation. This position reports to the Director of MTSS, Academic Unit.

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## Essential Duties and Responsibilities

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

1. Plan, organize, and coordinate CCSD programs to support the implementation of the MTSS framework.
2. Gather, evaluate, and disseminate research-based practices in curriculum, instruction, and assessment using an MTSS lens.
3. Provide direct support and expertise to administrators, teachers, and other stakeholders, including parents/guardians, regarding the MTSS framework, programs, and professional learning opportunities.
4. Collaborative with the Assessment, Accountability, Research, and School Improvement (AARSI) division to analyze student achievement and behavior data to support District and site-based implementation of the MTSS framework.
5. Work collaboratively with all stakeholders, including administrators, teachers, parents/guardians, and other interest groups, to monitor and evaluate the implementation of the MTSS framework.
6. Gather and analyze data and evaluate the effectiveness of MTSS implementation and professional learning. Provide feedback to the Director and District leadership on MTSS implementation and professional learning.
7. Participate in performance management for evaluation and data analysis of MTSS implementation related to academics, behavioral, and social-emotional learning programs and projects.
8. Collaborative with the AARSI division to collect, analyze, and review data in order to revise, improve, and plan for future opportunities for professional learning on the MTSS framework for teachers and administrators.
9. Collaborate with District leadership, universities, community organizations, legislators, and other content partners to implement grant awards.
10. Coordinate the development and implementation of effective curriculum programs in academics, behavioral, and social-emotional learning, in alignment with District goals.
11. Develop resources for parents/guardians and students, including videos and documents aligned to the Nevada Academic Content Standards (NVACS).
12. Collaborate with Curriculum and Instructional Division (CID) to interpret District policy and curriculum procedures to provide tiered interventions and supports within the MTSS framework for all students.
13. Respond timely to written and verbal correspondence regarding curriculum and instruction.
14. Collaborate on District initiatives with administrators, teacher leaders, and teachers within and outside of the District.
15. Work effectively with divisions, departments, site-based administrators, and classroom teachers to implement MTSS effectively for all students, including ELL and students receiving special education services.

16. Coordinate the development and implementation of research-based initiatives to support all students, which may include, but are not limited to, Positive Behavior Interventions and Supports (PBIS), Response to Instruction and Intervention (RTI<sup>2</sup>), and social-emotional learning (SEL) instructional materials, in alignment with District goals.
17. Collaborate with District and site-based administrators to support District goals focused on MTSS districtwide expectations.
18. Develop and support administrators, teachers, and other school staff to align MTSS implementation with the NVACS and the Nevada Educator Performance Framework (NEPF).
19. Facilitate the selection and the facilitation/supervision of teacher task forces for MTSS and curriculum-related programs and projects, including those focused on Tier I, Tier II, and Tier III supports in academics, behavior, and social-emotional learning.
20. Serve as a liaison (as appropriate) to community groups and public agencies, and represent the District in matters related to MTSS at the local, state, and national levels.
21. Develop, monitor, and evaluate project plans to ensure completion within timeline and budget, including, but not limited to, Positive Behavior Interventions and Supports (PBIS), Response to Instruction and Intervention (RTI<sup>2</sup>), and social-emotional learning (SEL) instructional materials.
22. Plan, prepare, and facilitate professional learning and follow-up processes to support site-based personnel implementing MTSS, NEPF, Professional Learning Communities (PLC), and Tier I instructional materials to support high-quality instruction for all students.
23. Provide professional learning opportunities to meet the needs of teachers and administrators within the professional growth system (PGS) outside of the contracted work hours on a regular basis, including weekends and evenings.
24. Supervise the preparation of curriculum documents and instructional materials in English language arts, math, and science focused on the MTSS framework, including updating documents and supporting materials in District-identified platforms.
25. Administer and implement existing grants and their related budgets.
26. Assist with data collection and grant monitoring. Report findings to the Director of MTSS.
27. Develop and write grant proposals in alignment with District goals to improve teacher content knowledge, pedagogy, and increased student achievement.
28. Manage multiple projects and responsibilities simultaneously and prioritize accordingly.

29. Track and monitor districtwide MTSS professional learning participation and engagement.
  30. Attend principal collaborative and region meetings to provide updates, action items, and key information to support MTSS implementation.
  31. Assist schools with effective instructional program design, implementation, and monitoring practices.
  32. Conduct site observations of teachers and collaborate with the site administration to develop a plan for improvement and provide customized professional learning.
  33. Participate in site visits to schools to review MTSS programs and implementation.
  34. Collaborate with administrators to ensure program alignment.
  35. Develop and support professional learning opportunities and provide ongoing coaching support to MTSS liaisons to ensure compliance with District requirements for targeted student achievement in academics, behavior, and social-emotional learning.
  36. Work collaboratively with administrators and teachers to model effective data-driven, decision-making processes to develop, implement, and evaluate interventions, and support professional learning communities for increased student achievement.
  37. Provide coaching and mentoring support to school leadership teams and teachers to implement research-based strategies addressing the needs of all learners, including students who have been identified as at-risk, students with special needs, and ELL.
  38. Provide professional learning and support for the coaching cycle to improve the ability of administrators and teachers to support MTSS practices to drive student improvement.
  39. Perform other duties related to the position, as assigned.
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## **Position Expectations**

1. Knowledge of the NVACS.
2. Knowledge of District budgetary processes.
3. Knowledge of adopted Tier I, II, and III instructional materials for Pre-Kindergarten–Grade 12.
4. Knowledge of best practices and current research on curriculum and educational issues, along with meeting the needs of ELL and students receiving special education services.
5. Knowledge of District or school-level instructional planning and curriculum 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 District policies and regulations.
  8. Knowledge of legalities associated with personnel management and supervision.
  9. Knowledge of national, state, and District accountability initiatives related to student achievement.
  10. Knowledge of processes related to supervision and evaluation of support professional and licensed employees.
  11. Knowledge of collective bargaining agreements (CBA) for all employee groups.
  12. Knowledge of District organizational structure and related personnel.
  13. Knowledge of cultural diversity within the community as it relates to the affirmative action goals of the District.
  14. Knowledge of project planning, management, and evaluation theory and practices.
  15. Knowledge of state and local Pre-Kindergarten–Grade 12 student assessments.
  16. Knowledge of Nevada, District, and school-wide MTSS frameworks, principles, and practices.
  17. Knowledge of MTSS structures, including PBIS, RTI<sup>2</sup>, and social-emotional learning (SEL).
  18. Knowledge about the coaching cycle, mentoring, and supporting teachers and administrators on effective MTSS practices.
  19. Ability to communicate effectively both verbally and in writing.
  20. Ability to work cooperatively with school and administrative personnel.
  21. Ability to write, analyze, and edit curriculum documents.
  22. Ability to present effectively using appropriate presentation skills.
  23. Ability to present with a high level of self-confidence, initiative, self-direction, and motivation.
  24. Ability to plan, organize, and coordinate job-related tasks.
  25. Ability to work under pressure and meet deadlines.
  26. Ability to exercise diplomacy, sound judgment, leadership, problem-solving, and accountability.
  27. Ability to develop handbooks, catalogs, brochures, policies, regulations, procedures, and reports.
  28. Ability to work cooperatively with other departments within the District and other agencies at the university, state, and national levels.
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# Position Requirements

## Education and Training

Master's degree from an accredited college or university.

## 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-Kindergarten–Grade 12 public or private school; and hold or be able to acquire, by the time of appointment to the position, a Nevada school administrative endorsement; or, have previously demonstrated at least three (3) years of successful licensed teaching experience in an accredited Pre-Kindergarten–Grade 12 public or private school, and currently hold a valid Nevada school administrative endorsement.
2. Educational emphasis and experience in Curriculum and Instruction, literacy, English language arts, math, science, special education, or related field.
3. Demonstrated experience in school-wide tiered instruction in academics, behavioral, and/or social emotional learning, or curriculum design and development.
4. Demonstrated experience in designing, facilitating, and evaluating professional learning.
5. Successful performance in the position held at the time of application.

## Preferred Qualifications

1. School-based experience implementing the MTSS framework, including academic, behavioral, and social-emotional tiered instruction and support.
2. Experience leading professional learning for teachers and administrators.
3. Effective communication, collaboration, and interpersonal skills.
4. Effective skills in planning, organizing, and coordinating activities.
5. Excellent verbal, written, and presentation skills.
6. Experience in overseeing grants.
7. Knowledge and understanding of District policies, regulations, procedures, and standards.
8. Knowledge and understanding of state educational requirements and legal implications.
9. Demonstrated experience in team leadership.

10. Demonstrated knowledge of current District curriculum initiatives.
11. Experience with instructional planning at a school or district level.
12. Possess a strong curriculum background.

**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: 03/13/23
- Created: 03/13/23