

# Project Facilitator, Multi-Tiered System of Support – Curriculum and Instruction

## Position Details

Division: Human Resources

Classification: Certified

Terms of Employment: This is a salaried position assigned to the Licensed Employee Salary Schedule, 9 Months; Additional hours/days at the contracted rate of pay may be available.

FLSA STATUS: EXEMPT

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## Position Summary

The individual(s) selected for this position(s) will assist elementary and secondary schools with the development and implementation of school-based Multi-Tiered Systems of Support (MTSS) for addressing the academic and behavioral needs of students. Support includes, but are not limited to facilitating program development and professional learning; assisting administrators with implementing MTSS in both the classroom and schoolwide; modeling best practices in Response to Instruction (RTI) and student behavior; providing side-by-side coaching and/or technical support to staff; and assisting administrators and school teams in collecting, analyzing, and using data to improve student performance. This position will report to the Director, K-12 Literacy and Language Development Department, Curriculum and Instruction Division (CID).Academic Unit (AU).

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## Essential Duties and Responsibilities

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

1. Develop and implement professional learning opportunities to integrate a districtwide system of MTSS to promote students' success in both academics and behavior.
  2. Work collaboratively with educators to provide high quality, standards-based Tier I instruction that is grounded in research-based instructional practices for all students.
  3. Model and provide coaching opportunities for educators to utilize data-driven decision making through a collaborative, team-based approach to develop, implement, and evaluate interventions and supports.
  4. Work collaboratively with educators to develop and implement tiered interventions of support-based on multiple data points to provide high quality, evidenced-based instruction matched to individual student's needs.
  5. Collect, maintain, and analyze relevant student data to evaluate and modify systems for accountability.
  6. Develop working knowledge of balanced assessment approaches, RTI, effective classroom management, and Positive Behavioral Interventions and Supports (PBIS).
  7. Support the Clark County School District strategic plan, Focus: 2024, associated with MTSS.
  8. Develop, coordinate, and recommend customized professional learning based on staff needs at schools.
  9. Provide ongoing coaching and consultative support for school-based PBIS teams, as needed.
  10. Participate in ongoing professional learning, as assigned.
  11. Perform other duties related to the position, as assigned.
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## **Position Expectations**

1. Ability to work under pressure and meet deadlines.
2. Ability to plan, organize, prioritize, and work independently.
3. Ability to effectively analyze school needs and work to match, pace, and help lead schools in the development of MTSS.
4. Effective skills in planning, organizing, and coordinating activities.
5. Effective presentation and workshop facilitation skills.
6. Effective oral and written communication, collaboration, and interpersonal skills.
7. Effective skills in planning, organizing, and providing professional learning to teachers, administrators and other site-based staff.
8. Willingness to maintain a flexible work schedule to provide professional learning and technical support.

9. Demonstrate educational leadership abilities.
  10. Commitment to the RTI process and its expected outcomes.
  11. Awareness of, and sensitivity to, cultural factors influencing students.
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## **Position Requirements**

### **Education and Training**

1. Bachelor's degree from an accredited college or university.
2. Three (3) years of successful teaching experience in current position.
3. Knowledge of and experience with federal, state, and local mandates with implications for MTSS.
4. Thorough knowledge of and experience with formative assessment and behavior principles.
5. Successful experience working with diverse student populations.

### **Licenses and Certifications**

Must possess, or be able to acquire by time of appointment to the position, a Nevada Educational License issued by the Nevada Department of Education.

### **Preferred Qualifications**

1. Demonstrate expertise associated with the Nevada Academic Content Standards for instruction, research-based interventions, and use of curriculum-based measurement practices (i.e., measure academic progress (MAP) achievement tests) for benchmarking and progress monitoring assessments.
2. Demonstrate expertise associated with schoolwide PBIS.
3. Knowledge and experiences with behavior analysis.
4. Successful experience in leading districtwide professional learning for administrators, teachers, and site-based staff.

**When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.**

### **AA/EOE Statement**

This employer does not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.

## **Job Revision Information**

- Revised: 03/12/21
- Created: 04/24/19