

<b>Job Title:</b>	Executive Director Whole Learner Support and Intervention	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Chief Academic Officer	<b>Pay Grade:</b>	109
<b>Dept. /School:</b>	Academic Services	<b>Date Revised:</b>	September 6, 2022

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**Primary Purpose**

Will provide leadership and oversight of the planning, design, delivery, evaluation, ongoing improvement, and effective operation of the aspects of the districtwide MTSS program that support a whole child/learner model and a tiered comprehensive framework that takes a collaborative approach to learning and wellness and uses data to meet the needs of every student through academic, engagement and behavior, social-emotional learning, health, physical education, and wellness, and cultural and linguistic supports and interventions.

**Qualifications****Education/Certification**

Master's Degree from accredited institution  
Valid Texas Mid-Management or Principal Certification

**Special Knowledge/Skills**

- Knowledge of program design and working with children and families
- Excellent project management and partnership development skills
- Ability to effectively lead cross-functional teams and manage complex projects
- Ability to develop, implement, and assess policy, procedure, and systemic practices
- Strong organizational, communication, problem-solving, and interpersonal skills

**Experience**

Five (5) years teaching experience  
Five (5) years of successful campus or district-level administrative experience, including leading integrated tiered academic, behavioral and social emotional learning supports aligned to data-driven practices at a systems level

**Major Responsibilities and Duties****Instructional and Program Management**

1. Provide leadership in the instructional goals and outcomes of the school district to be met in assigned area of responsibility.
2. Oversee the development and implementation of a fully integrated system of support to ensure equitable access and opportunities for students to achieve academic success, including the whole child/learner programming and services, community partnerships, and family engagement.
3. Based on needs assessment, lead the design and development of new or revised Tier 1, 2, and 3 intervention protocols, problem-solving processes, data-based decision-making, progress monitoring, and communication and collaboration processes among departments, principals, teachers, and student support teams.
4. Identify and implement school-wide universal screening for academics, social-emotional learning, and behavior.
5. Provide guidance and direction on research based MTSS strategies, interventions, and systems are in place to support student success.
6. Apply research and evidence-based practice to support and develop systems, policies, and practices related to a whole child/learner model, including a districtwide professional learning program to ensure students receive equitable access to academic, socio-emotional, and support programs and services.
7. Provide leadership in the selection, coordination, and use of multiple measures of performance, promote continuous improvement and support, and report data to highlight whole student, whole community, and whole school impact on student success.
8. Lead the selection and monitoring of screeners, diagnostics, and multi-tiered academic interventions that support measurable improvements in student learning and growth outcomes.

9. Develop and implement a comprehensive community partnership program with specific short and long-term goals aligned to campus and district needs.

#### **School/Organizational Climate**

1. Develop systems of communication which establish consistent, efficient, and collaborative processes for the provision of support to district and campus staff and teachers.
2. Lead and develop an organizational culture of collective responsibility that fosters collegiality, trust, team building, and a collaborative working environment.
3. Model and promote effective problem-solving practices and conflict resolution which are customer service oriented and inclusive in nature.
4. Involve the administrative support staff in collaborative processes to identify and develop systems which support the administrative functions of the department in order to promote effectiveness, efficiency, teamwork, and a professional work environment.
5. Recognize exceptional work and efforts that effectively contribute to the district's attainment of its vision and mission.
6. Collaborate harmoniously with the administrative and teaching staff to ensure alignment of work throughout the school district.

#### **School/Organizational Improvement**

7. Set and maintain clear values, guiding principles and high expectations that will lead decision-making in areas of focus.
8. Model and actively promote current, research-based, highly effective strategies/practices that foster instructional improvement and increased student success.
9. Collaboratively establish clear department goals with measurable outcomes in alignment with articulated district and campus performance objectives.
10. Assist in the development of leaders and model leadership practices that provide individuals with opportunities to grow in accordance with their commitment, skills and contributions in areas of focus.
11. Systematically monitor and analyze the effective implementation and outcomes of district improvement and programming initiatives related to areas of responsibility.
12. Provide leadership in the provision of quality professional learning opportunities designed to improve implementation and student success outcomes.
13. Provide leadership in the projection, planning, and implementation of curricular revisions or instructional programming expansions.
14. Effectively oversee and provide leadership for collaborative implementation of the curriculum management recommendations related to areas of responsibility.
15. Collaborate with Executive Directors of Teaching and Learning, College and Career Readiness & Innovation, and Specialized Learning Services to design and conduct meetings for Academic Services staff that are focused on continuous improvement, professional learning, dissemination of research and information to enhance practice, and to exchange ideas and strategies in order to plan for an effective districtwide instructional program.

#### **Administration and Fiscal/Facilities Management**

16. Provide leadership and oversight in the examination of district resources, including personnel, supplemental materials, and other resources to ensure the efficient and sufficient provision of prevention and intervention services within a fiscally responsible budget.
17. Provide leadership development for department administrators to use common resources, data, and method to analyze the effectiveness of services and supports/materials, including cost benefits.
18. Collaboratively conduct, with department administrators, annual needs assessments for the establishment of program priorities as well as planning, development and administration of the department budgets, including personnel allocations.
19. Communicate and implement systems/processes that ensure all established compliance reports, professional development hours/requirements, curriculum documents and procedures are completed accurately and within established timelines.
20. Maintain oversight and in the identification of and application for use of district and external resources and funds in alignment with department goals.
21. Stay abreast of the legal requirements pertaining to area of responsibility.

**School/Community Relations**

- 22. Promote a positive image of the district and maintain a positive working relationship with parents and the community.
- 23. Clearly articulate the district’s vision, mission, instructional philosophy and framework, and curricular implementation strategies to the community and solicit support in realizing the district’s mission.
- 24. Work with principals, central office staff, parents, and community members to resolve prevention and intervention issues/challenges in a timely manner.
- 25. Demonstrate awareness of district-community needs and provide leadership in collaborating with parent and community organizations to meet students’ learning needs.
- 26. Actively involve parent and community stakeholders in program planning and decision- making.

**Professional Growth and Development**

- 27. Collaborate with district administration to develop, coordinate and administer professional learning opportunities designed to promote high quality implementation to positively impact student outcomes.
- 28. Demonstrate knowledge and understanding of current research-based best practices and ensures that program design and implementation are aligned to the district’s vision of MTSS.
- 29. Demonstrate knowledge and understanding of current research-based best practices and oversee the integration and alignment to programming resources, and professional learning opportunities.
- 30. Actively participate in professional learning opportunities and ensure the dissemination of current educational research to enhance whole learner outcomes.
- 31. Exhibit flexibility in performance of assigned duties.
- 32. Strive to manage and prioritize time wisely and effectively.
- 33. See and use evaluative input of job performance from supervisor, staff, and peers
- 34. Perform other duties as assigned by supervisor.

**Supervisory Responsibilities**

- 345. Supervise and evaluate professional and non-professional staff assigned to him/her and conduct regular team meetings.
- 346. Provide leadership and oversee with recruitment, selection, and training of personnel in areas of responsibility and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.
- 347. Meet regularly with department administrative leadership.
- 348. Promote continuous improvement among the administrative and other professional staff, identify individual strengths and areas for improvement, and work with direct reports to establish and maintain high expectations for staff performance.
- 349. Evaluate program effectiveness in developing and achieving goals, which support the district’s strategic plan.

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress. Frequent district travel; occasional out-of-district  
Work with frequent interruptions; occasional prolonged and irregular hours, prolonged use of computer.

**Terms of Employment**

226 days; salary to be established by the Board

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Rosa Ramos at 230-2031; Section 504 inquiries regarding students may be referred to Kelly Ball at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Rosa Ramos at 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball al 230-2856.