

## **District Coordinator Job Description**

The purpose of this document is (1) to outline preferred skillsets, roles, and responsibilities for individuals mutually agreeing to fulfill the role of a District Coordinator (2) assist district leaders in determining who to recruit and mutually select for the District Coordinator position.

### **Qualifications and Skillsets:**

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a District Coordinator:

- Experience in successful use of MTSS at the district level
- Understanding effective and ineffective methods for supporting implementation
- Ability to demonstrate effective coaching practices (e.g. modeling, observation, feedback)
- Successful experience with data analysis and use
- Ability to facilitate people through the change process and address adaptive challenges
- Ability to demonstrate facilitation skills in large and small group meetings
- Effective organizational skills
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Ability to manage multiple projects
- Willingness to engage in continued professional learning to enhance individual skill set related to this position
- Ability to accept coaching supports and feedback from individual(s) assigned to support person fulfilling the coordinator role
- Timeliness
- Effective communication skills

### **Responsibilities:**

District Coordinators are responsible for:

- Developing fluency in district structures, processes / procedures necessary to support schools in their use, scale-up, and sustainability of effective innovations
- Receiving on-going coaching from the MiMTSS Implementation Specialist to deepen knowledge, skills, and abilities necessary for the role
- Fully participating in District Implementation Team Coaching Support Sessions
- Developing an initial draft of district processes and procedures
  - Effective Innovation Review, Selection, and De-Selection Process

- Effective Innovation Alignment Process
  - Coaching System to ensure schools have access to high-quality coaching supports as they learn to use effective innovations
  - Communication Plan and Barrier Removal Process
  - District MTSS Implementation Plan
  - Differentiated plans to support principals in developing staff readiness to use effective innovations and to address the needs of the school (e.g. principal / staff turnover, resistance to change of practice)
  - Staff Recruitment and Selection Process
  - Development and monitoring of learning plans for all staff assigned to support the use of effective innovations
- Organization and successful facilitation of monthly District Implementation Team meetings
  - Regular communication with the Executive Leader to share drafts of district-level processes / procedures and obtain executive leadership approval
  - Monitors District Implementation Plan by noting activities that have been completed or recording reasons for not completing activities within designated timelines
  - Monitors and prompts the use of district processes and procedures (e.g. communication protocols)
  - Monitors and prompts review of school level implementation and identification of district support provided to schools
  - Facilitate regular analysis of district data (district capacity data, scalability of the effective innovation across schools, fidelity data, student outcome data) to identify successes, precise problem statements, contributing factors, and a plan to address needs
  - Consistently demonstrating good organization and communication skills
  - Ensuring positive relationships with the Executive Leader(s), District Implementation Team members, and other staff whose work supports the district's use of effective innovations

## **Estimated Time Allocation:**

The time commitment for a District Coordinator is greater during installation. As the district moves beyond installation, the District Coordinator will no longer be attending MiMTSS professional learning sessions.

Minimum time allocation during installation is approximately 3-4 days per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS DIT and Coaching Professional Learning Sessions
- Meetings with MiMTSS Implementation Specialist
- Meetings with Executive Leadership
- Facilitation of Monthly DIT Meetings
- Preparing to facilitate monthly meetings
- Completion of assigned action items

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