

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 Skills

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
- Successful experience with data analysis and use
- Ability to demonstrate effective coaching practices (e.g., modeling, observation, feedback)
- 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 and communication 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
- Ability to accept coaching supports and feedback
- Fluent and effective use of technology

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
- Developing an initial draft of district processes and procedures
 - Initiative and Innovation Review Process
 - Initiative and 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 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
- Fully participating in District Implementation Team Coaching Support Sessions
- 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 and updates the District Implementation Plan
- Monitors and prompts the use of district processes and procedures
- Monitors and prompts review of school level implementation to identify of district support provided to schools
- Facilitate regular analysis of district data to identify successes, precise problem statements, contributing factors, and a plan to address needs
- 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 Executive Leadership
- Facilitation of Monthly DIT Meetings
- Preparing to facilitate monthly meetings
- Completion of assigned action items

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