

<b>Job Title:</b> Coordinator, Secondary Whole Learner	<b>Wage/Hour Status:</b> Exempt
<b>Reports to:</b> Director	<b>Pay Grade:</b> 103
<b>Dept/School:</b> Academic Services-Whole Learner Support and Intervention	<b>Date Revised:</b> September 26, 2024

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**Primary Purpose**

Empower adolescents to develop the social-emotional skills necessary for academic success and personal well-being by building a robust MTSS framework that integrates SEL and PBIS principles. This role will collaborate with secondary school teams to implement evidence-based interventions, provide targeted support to students, and foster a positive school climate where all students feel safe, respected, and connected.

**Qualifications Education/Certification**

Master's Degree in Education, Social Work, Counseling, or a related field

**Special Knowledge/Skills**

- Expertise in MTSS, SEL, and PBIS implementation strategies
- Ability to design and facilitate engage professional development
- Strong interpersonal and communication skills
- Strong organizational skills and attention to detail
- Experience in coaching and mentoring

**Experience**

Three (3) years of teaching or counseling experience  
Experience working with diverse student populations and families  
Strong understanding of child development, social-emotional learning, and behavior management  
Experience in data analysis and using to inform decision-making

**Major Responsibilities and Duties**

**Instructional and Program Management**

1. Facilitate School-Based Intervention Team (SBIT) Development: Train and support SBIT teams on data analysis, tier placement decisions, intervention planning, and progress monitoring for SEL, and PBIS initiatives.
2. Lead Risk Review Cycles: Collaborate with school teams to conduct regular risk review cycles, identifying students in need of additional social-emotional or behavioral support, and ensuring timely and appropriate interventions.
3. Provide Technical Expertise: Serve as a campus-level expert on MTSS, SEL, and PBIS, offering guidance to teachers, counselors, and administrators on evidence-based practices, data-driven decision-making, and effective interventions.
4. Develop and Curate Resources: Create and maintain a repository of MTSS resources specific to SEL and PBIS, including intervention manuals, behavior support plans, social-emotional learning activities, and family engagement tools.
5. Monitor and Evaluate MTSS Implementation: Track school-level MTSS data, analyze trends, identify areas of success and improvement, and provide feedback to teams to enhance program effectiveness.
6. Build Collaborative Partnerships: Foster strong relationships with school staff, families, and community partners to promote collaboration and shared understanding of MTSS, SEL, and PBIS.
7. Ensure Documentation and Accountability: Maintain thorough records of SBIT meetings, intervention plans, progress reports, and other relevant MTSS data.
8. Professional Growth and Development: Engage in ongoing professional learning, stay informed about current research and best practices, and share knowledge with colleagues.  
and build up as you become more familiar with the role.

**Professional Growth and Development**

Actively engage in professional learning, staying the forefront of MTSS research and best practices, and sharing knowledge with colleagues across the district.

Integrate research findings into programs and professional learning opportunities, ensuring the MTSS framework remains evidence-based and responsive to emerging trends.

Embrace adaptability and manage time effectively, responding to changing needs and priorities with flexibility and a focus on continuous improvement.

Utilize evaluative feedback from supervisors, colleagues, and stakeholders to continuously refine your leadership and impact.

**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 of Trustees

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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: \_\_\_\_\_

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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, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.