

Job Title:	Coordinator Elementary Whole Learner	Wage/Hour Status:	Exempt
Reports to:	Director Student Systems and Support	Pay Grade:	103
Dept/School:	Whole Learner Support & Intervention	Date Revised:	September 27, 2024

Primary Purpose

This position is essential for building and maintaining a robust district-wide Multi-Tiered System of Support (MTSS) framework. The role focuses on guiding school-level team to optimize data analysis, intervention selection, progress monitoring and resource development, ensuring collaboration and effective implementation.

Qualifications Education/Certification

Master's Degree in Education or related field

Special Knowledge/Skills

- Knowledge of a multi-tiered system of support (MTSS) and expertise in intervention implementation strategies
- Experience designing and delivering engaging professional development
- Ability to plan, organize, and work collaboratively with other teams
- Strong interpersonal skills and the ability to create positive relationships
- Strong organizational skills with excellent attention to detail
- Strong background in math experience in the classroom and leadership level (coach, AP, etc.)

Experience

Three (3) years of teaching or counseling experience

Three (3) years of campus support experience and district-level facilitation/coordination experience

Experience working in an educational setting, preferably with knowledge of MTSS frameworks

Major Responsibilities and Duties

Instructional and Program Management

1. Facilitate School-Based Intervention Team (SBIT) Training: Guide school teams on organizing and leading RTI/SBIT meetings, effective data analysis, tier placement, intervention development, and progress monitoring.
2. Develop a Framework and Support Risk Review Cycles: Collaborate with schools on risk review cycles to identify at-risk students and ensure timely intervention.
3. Provide Technical Assistance: Serve as an expert resource on MTSS best practices, evidence-based interventions, and data-driven decision-making for school leadership teams.
4. Develop and Maintain Resources: Create and manage toolkits, templates, and data analysis guides to support MTSS implementation at the school level.
5. Monitor Progress and Provide Feedback: Assess school-level MTSS data, identify successes and improvement areas, and provide constructive feedback to aid schools.
6. Collaborate with Stakeholders: Foster relationships with administrators, teachers, and other stakeholders to build collaboration and MTSS understanding.
7. Maintain Accurate Records: Thoroughly document RTI/SBIT activities, intervention plans, progress reports, and relevant data for accountability purposes.
8. Facilitate School-Based Intervention Team (SBIT) Development: Train and guide school-based teams on effective SBIT meeting structures, data analysis, tier placement decisions, intervention planning, and progress monitoring processes.
9. Lead Risk Review Cycles: Collaborate with schools to conduct regular risk review cycles, identifying students in need of additional academic or behavioral support, and facilitating timely interventions.
10. Provide Technical Expertise: Serve as the district's MTSS expert, offering guidance to schools on best practices, evidence-based interventions, data-driven decision-making, and the overall MTSS framework.
11. Develop and Curate Resources: Create and maintain a repository of MTSS resources for schools, including toolkits, templates, data analysis guides, and intervention libraries.
12. Monitor and Evaluate MTSS Implementation: Track school-level MTSS data, analyze trends, identify areas of success and improvement, and provide constructive feedback to schools.

- 13. Build Collaborative Partnerships: Foster strong relationships with school administrators, teachers, support staff, families, and community partners to promote collaboration and shared understanding of MTSS.
- 14. Ensure Documentation and Accountability: Maintain thorough records of SBIT meetings, intervention plans, progress reports, and other relevant MTSS data.

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

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, at 230-2031; Section 504 inquiries regarding students may be referred to 504 Coordinator 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, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.