



# STILLWATER AREA PUBLIC SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> <i>Coordinator of Learning Supports</i>	<b>Department / Building:</b> <i>Teaching and Learning</i>
<b>Reports to:</b> <i>Elementary Executive Director of Innovation Curriculum and Leadership</i> <i>Secondary Executive Director of Innovation Curriculum and Leadership</i>	<b>FLSA Status:</b>
<b>Band/Grade/Subgrade:</b>	<b>Bargaining/Work Unit:</b> <i>Coordinators/Supervisors/Specialists</i>
<b>Position Last Updated:</b> <i>New 5/2012</i>	<b>Next Position Description Update:</b>

### SECTION II: JOB SUMMARY

Responsible and accountable for developing and coordinating a sustainable comprehensive system of learning supports that enable all students to have an equal opportunity for success at school by addressing barriers to learning, enhancing engagement, student advocacy, and reengaging disconnected students. Such a continuum encompasses resources, strategies and practices that provide physical, social, emotional, and cognitive supports in the classroom and school-wide. This position will focus on implementing an equitable and restorative school culture and climate.

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b> Coordination of District Learning Supports Programming.
<b>Percent of Time:</b>	60%	

**Tasks involved in fulfilling above duty/responsibility:**

- Development and implementation of comprehensive systems of learning supports that effectively reduce barriers to learning and teaching and engage or re-engage students as learners.
- Coordinate district-wide learning supports that encompass systems related to (a) a full continuum of interventions ranging from primary prevention, through classroom and school intervention early after onset, to interventions for serious problems and (b) programs, services, and systems in designated arenas such as: 1) enhancing regular classroom strategies to enable learning and supporting students' involvement in accelerated learning and enrollment in advanced courses such as AP, Honors, GATE, etc., 2) providing support for the many transitions experienced by students and families, 3) increasing home and school connections, 4) responding to and preventing barriers to success, 5) facilitating student and family access to effective services and special assistance as needed, and 6) expanding community involvement and support.
- Collaborate with all district learning support teams to build capacity for effective implementation district-wide.
- Create a meeting structure and agendas for a district improvement team as well as guide building leaders in creating a structure and agendas for building improvement teams.

- Identifies problems and provides rapid problem solving structures ensuring use of restorative practices, advocacy, equity and access for all students with particular focus on underserved populations.

<b>Duty/Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b> Provide support for site leaders in the implementation of Learning Supports.
<b>Percent of Time:</b>	25%	

**Tasks involved in fulfilling above duty/responsibility:**

- Advance understanding of school leaders and coordinate resources to help them guide development and implementation of comprehensive systems of learning supports that effectively reduce barriers to learning and teaching and engage or re-engage students as learners.
- Support school leaders in implementing a restorative school culture and climate.
- Develop, support, and encourage classroom-based approaches that enhance intrinsic motivation and enable learning; open classroom to multiple supports and reduce referrals; prevent and handle problems that interfere with classroom activities and learning; and create a caring, personalized, and enriched, academic learning environment.
- Encourages, coaches, models or trains intrinsic motivation strategies continuously used by teachers.

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b> Acts as the primary point of contact for community outreach and community resources in the area of Learning Supports.
<b>Percent of Time:</b>	10%	

**Tasks involved in fulfilling above duty/responsibility:**

- Acts as the liaison between the school and other entities (e.g., community resources) who work with the site related to a learning support system for classrooms and schoolwide.
- Ensures that the activities of other entities (e.g., community resources) who work with the site on matters related to the learning support system for classrooms and schoolwide are operating under the umbrella of the learning support system and are well-coordinated and integrated with daily activities.

<b>Duty/Responsibility No:</b>	4	<b>Statement of duty/responsibility:</b> Special Projects
<b>Percent of Time:</b>	5%	

**Tasks involved in fulfilling above duty/responsibility:**

- Performs other job-related duties as requested or assigned.

**SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES**  
**SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES (Cont'd)**

- A comprehensive knowledge of key program and management issues impacting the implementation of standards-based instructional strategies and the delivery of related educational and social services to children and their families.
- Highly-developed skills in planning, needs assessment, implementation, process management and program evaluation to keep the program in compliance, aligned with student needs and consistent with the District goals and directives, and ability to apply such skills in diverse and sometimes adversarial settings.
- Ability to produce timely, concise program and evaluative reports as scheduled or requested.
- Clear understanding of data application in assessing program effectiveness.

- Knowledge of, and ability to implement and enforce, established policies, protocols and procedures established by the district, to ensure compliance with same.
- Ability to develop and sustain productive and respectful peer relationships.
- Demonstrated ability to transfer information into easily understood documents.
- Highly developed written and verbal communication skills.
- Ability to work successfully under pressure and handle multiple and changing priorities and requests from a wide variety of sources, with attention to detail and deadlines.
- Knowledge of and/or experience in the use of integrating technology into the educational setting.
- Skill to manage staff in a collaborative, team environment, including effective delegation skills and ability to provide clear direction and support to others, in order to meet expectations from various stakeholders.
- Knowledge, skill and ability to ensure fiscal integrity and recommend the allocation of available resources to provide a balance of programs in all buildings.
- Ability to recruit, select, recommend and develop staff who are committed to excellence and who perform with confidence.
- Demonstrated commitment to the growth and development of staff.
- Exceptional analytical and organizational skills.
- Knowledge and ability to interpret and use assessment data to drive decision making.
- Demonstrated exceptional conflict resolution, mediation and responsiveness skills and follow through.
- Ability to work with and lead a diverse team of administrators, staff and outside consultants.
- Knowledge of continuous improvement model and the ability to apply such standards, utilizing and setting benchmarks in order to improve the quality and efficiencies of program operations.
- Ability to create and maintain accurate records and tracking systems.
- Ability to affect positive public relations and reinforce such activities on a local site and District-wide basis.

## **SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS**

- Bachelors degree in Elementary or Secondary Education, School Counseling, Education Leadership Administration, Curriculum & Instruction OR a related field.
- Valid MN Teacher, Counselor, Principal or Supervisor Certification
- Three years experience coordinating programs, teaching, school counseling, school administration, or related experience.
- Any equivalent combination of related experience, training or education.

## **SECTION VI: EXPERIENCE REQUIREMENTS**

- Experience working with diverse populations
- Experience and/or knowledge of restorative practices, student advocacy, asset development, positive behavior support initiatives, social skills and/or resiliency practices, and intrinsic motivation
- Experience and/or knowledge of the UCLA Comprehensive System of Learning Supports
- School counseling experience
- School and classroom experience

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## **SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS**

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

## **SECTION VIII: PHYSICAL JOB REQUIREMENTS**

**(Indicate according to essential duties/responsibilities):**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Requires vision and hearing and the

ability to speak, write, print and draw. May require lifting weights up to 25 pounds. Verbal communicative ability required.

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

<b>Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)</b>					
<b>Demands</b>		<b>Demands</b>		<b>Demands</b>	
<b>Physical</b>		<b>Lifting/Carrying</b>		<b>Exposure to Environ. Conditions</b>	
Standing	O	Up to 10 pounds		Possible exposure to blood-borne pathogens through blood and/or body fluids	
Walking	O	Up to 25 pounds	O		
Sitting	C	Up to 50 pounds	N		O
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	F	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	N	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	O			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F	Varying weather conditions	N
Distinguishing smell	N			Very loud noise (i.e. jack hammer, front row rock concert)	N
Distinguishing temperature	N			Vision for close work/ability to adjust focus	
Traveling by automobile	O			Looking at computer monitor	F
				Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	F