

**CODE: 92269**  
**UNIT: EXC**  
**GRADE: 2**  
**FLSA: Exempt**

**CLASSIFICATION**

LEARNING SUPPORTS COORDINATOR

**SUMMARY**

Responsible and accountable for developing and coordinating a sustainable comprehensive system of learning supports that enables 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 schoolwide. This position will focus on implementing an equitable and restorative school culture and climate.

**MINIMUM REQUIREMENTS**

Masters degree in Elementary or Secondary Education, School Counseling, Education Leadership Administration, Curriculum & Instruction OR a related field.

Valid AZ Teacher, Counselor, Principal or Supervisor Certification with Structured English Immersion Endorsement.

Arizona IVP fingerprint clearance card.

Three years experience coordinating programs, teaching, school counseling, school administration, or related experience.

Any equivalent combination of related experience, training or education.

**PREFERRED 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

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

*THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED*

- Support school leaders to implement a restorative school culture and climate and student advocacy component of the TUSD Post Unitary Status Plan
- 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
- 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
- Coordinate school-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, IB, 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

- Encourages, coaches, models or trains intrinsic motivation strategies continuously used by teachers
- 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
- 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
- Collaborate with all district learning support coordinators to build capacity for effective implementation district-wide

### **MENTAL TASKS**

Communicating. Reading. Performs functions from written and oral instructions and from observing/listening to others. Evaluates written materials.

### **PHYSICAL TASKS**

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 50 pounds. Verbal communicative ability required.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as electronic communication/technology devices, computers, telephones, printers, copiers, scanners, etc.

Operates a motor vehicle

### **WORKING CONDITIONS**

Indoor. Classroom/office environment. All weather conditions/temperatures. Contact with the public, employees, children and parents. May have exposure to noise. May be at multiple sites.

### **CONTROL, SUPERVISION**

None