

MTSS Academics and Curriculum & Instruction Coordinator

<u>Title of Immediate Supervisor:</u> Director(s) of Elementary/Secondary Education	<u>Department:</u> Teaching, Learning and Equity	<u>FLSA Status:</u> Exempt
<u>Accountable For (Job Titles):</u> Content Specialists, Elementary E-Squared, English Language Learner (ELL) teachers, Math and Reading Interventionists		<u>Pay Grade Assignment:</u> DDWIAA, Class A-II
General Summary or Purpose Of Job:		
Leads district curriculum review and implementation across elementary and/or secondary levels, directing content specialists and content area committees. Supports teachers in creating and revising materials, and coordinates curriculum adoption. Integrates racial equity and culturally responsive practices. Guides the work of Tier 1 (Learning Leadership Teams), Tier 2 (Data Review Teams), and facilitates targeted professional development for interventionists within the district's Minnesota Multi-tiered Systems of Support (MN-MTSS) framework. Oversees district-wide assessments and ensures MN-MTSS fidelity in collaboration with Elementary/Secondary Directors and principals.		
DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	
1.	Lead the systematic review and development processes for curriculum across all elementary and/or secondary subjects, ensuring alignment with state standards and district goals.	
2.	Manage, mentor, and guide the work of Content Specialists, fostering their expertise and facilitating effective collaboration within content-focused committees.	
3.	Collaborate with teachers to develop, evaluate, and revise classroom resources and materials that are engaging, effective, and aligned with curriculum standards.	
4.	Manage all aspects of the selection, piloting, adoption, and initial implementation of new curriculum materials, ensuring a smooth and supported transition for educators.	
5.	Proactively identify and integrate culturally relevant resources and promote the understanding and application of research-based culturally responsive teaching methods across all instructional practices, viewed through an equity lens.	
6.	Facilitate continuous improvement at the universal level of instruction by actively supporting the work of school-based Learning Leadership Teams (CITs, PLCs, D-PLCs, ILTs) in data analysis, goal setting and action planning.	

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7.	Guide Data Review Teams in analyzing student achievement data, identifying trends, and informing the development and implementation of targeted interventions within the MTSS framework for students needing additional support.
9.	Plan, develop, and deliver targeted professional learning opportunities for interventionists, ensuring their practices are aligned with the district's MTSS framework and evidence-based strategies for effective Tier 2 interventions and data-driven decision-making.
10.	Provide guidance, support and professional learning opportunities for teachers and principals in the effective implementation universal instruction and implementing the MN-MTSS framework to ensure all students receive appropriate levels of support.
11.	Support the District Assessment Coordinator to identify and implement district-wide universal screening and diagnostic tools. Support the logistical and procedural aspects of district-wide assessments, ensuring accurate administration, data collection, and timely reporting of results.
12.	Supervise Elementary E-Squared, English Language Learning Teachers, and Math & Reading Interventionists, providing regular guidance, support, coaching, and professional development opportunities tailored to their roles.
13.	Work collaboratively with Elementary/Secondary Directors and principals to monitor instructional practices and ensure the consistent application of research-based best practices and fidelity to adopted curricula and instructional models.
14.	Contribute to and support district-wide initiatives focused on enhancing instructional practices, student outcomes, and overall educational quality.
15.	Performs other duties of a comparable level or type.

Minimum Qualifications: (necessary qualifications to gain entry into the job)

- Master's degree in Curriculum & Instruction, School Administration, or related field.
- A minimum of 5 years of teaching experience, preferably in English Language Arts instruction or related fields such as special education, demonstrating a strong understanding of classroom practice.
- A minimum of 3 years' experience in an administrative or leadership role (principal, coordinator, lead).
- Training in MTSS or equivalent experience, demonstrating a working knowledge of multi-tiered systems of support.
- Working towards meeting the Phase 1 requirements of the Minnesota READ Act, indicating a commitment to literacy development.

Preferred Qualifications (Preferred prior to job entry):

- LETRS Certification or Certified Facilitator
- Experience in design and delivery of professional development; and meeting facilitation with education partners and community groups.
- Completion of MnMTSS District Leadership Team 6-part training
- Direct experience supervising and evaluating instruction staff.

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Knowledge Requirements:

- Comprehensive understanding of Minnesota Academic Standards across content areas.
- In-depth knowledge of curriculum review, development, and teaching materials.
- Extensive knowledge of K-12 student development and effective, culturally responsive practices.
- Understanding of continuous improvement models, data analysis for organizational advancement, and the MnMTSS framework.
- Familiarity with district strategic plans, assessment systems, and reporting requirements.
- Working knowledge of staff supervision, evaluation, personnel management, and professional development principles.
- Understanding of data analysis techniques for interpreting information and generating reports.

Skill Requirements:

- Skill in directing curriculum teams for standards alignment and effective instruction.
- Highly developed communication skills for clear interaction with diverse stakeholders.
- Proven ability to facilitate meetings, build consensus, and collaborate effectively.
- Skill in creating and delivering impactful professional learning for educators.
- Ability to integrate an equity lens into curriculum and professional learning.
- Skill in analyzing data to inform instruction and improve outcomes for diverse learners.
- Ability to support the implementation and monitoring of curriculum, improvement processes, and MTSS.
- Strong skills in problem-solving and analytical thinking.
- Excellent skills in managing tasks, prioritizing, and meeting deadlines.
- Proficiency in technology for productivity, communication, and curriculum management.
- Skill in supervising, mentoring, and evaluating instructional staff.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk			√	
Sit			√	
Use hands dexterously (use fingers to handle, feel)		√		
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl	√			
Talk and hear				√
Taste and smell	√			
Lift & Carry: Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

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General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Close Vision (20 in. of less)	<input type="checkbox"/>	<input type="checkbox"/>
Distance Vision (20 ft. of more)	<input type="checkbox"/>	<input type="checkbox"/>
Color Vision	<input type="checkbox"/>	<input type="checkbox"/>
Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>
Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>

Job Classification History: