

MONONA GROVE SCHOOL DISTRICT

BOARD POLICY 531.10

CONTINUOUS IMPROVEMENT AND ASSESSMENT COORDINATOR JOB DESCRIPTION

Qualifications: Minimum requirement of a Master's Degree in School Psychology and Possession of Wisconsin Department of Public Instruction License Level 61 or Level 62; or
Advanced degree (Master's or higher) in the application of data and statistics in the field of education

Contract Length: 225 days

Job Goal:

- The Continuous Improvement and Assessment Coordinator position entails a number of focused goals in the analysis and use of data in the Monona Grove School District. These goals include, but are not limited to the following:
 - 1) Analyze district level student performance data in academic and nonacademic areas and work with board of education members, district level and building level administrators and staff in:
 - a) Understanding the data and its implications at the district, building, classroom, and/or student level.
 - b) Using the data to assist board of education members and district level and building level administrators and staff in setting measurable, outcome focused goals.
 - c) Using student performance data to assist staff in designing interventions, evaluating interventions, and using student performance data to drive instructional decisions.
 - d) Assisting district level administrators, building level administrators, regular education staff, and special education and related services staff in collecting, analyzing, and using data requirements from the 20 performance indicators identified by the Office of Special Education Programs (OSEP) to improve educational outcomes for all students, including students with disabilities.
 - 2) Engage and lead staff in employing a problem-solving model at the district, building, classroom, and individual student levels.
 - 3) Assist district, building, and classroom level staff in the use of curriculum-based measurement to make informed high and low stakes decisions regarding student instructional and programmatic decisions.
 - 4) Provide consultation and training to staff in monitoring and providing feedback concerning the integrity and fidelity in which evidenced-based interventions are implemented at the classroom and individual student level.
 - 5) Provide leadership and guidance to district level and building level staff in evaluating curricular materials to insure that materials purchased meet a rigorous, empirical standard prior to purchase.
 - 6) Provide leadership to district and building level administrators in researching and applying for educational grants and other funding sources that serve to support and advance district and building initiatives.

- 7) Serve as a liaison between the school district and institutes of higher education (IHE) involved in the preparation of teachers and student services personnel to establish a mutually beneficial exchange between the school district and IHE and to link empirical research with practice at the district/building level.

Reports to:

- Director of Special Education & Student Services
 - Director of Instruction
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Performance Expectations:

1. Assists district level and building level staff in the study of children through examination of performance data to determine their needs through individual and group procedures. (Capacity building)
 - a) Assessing the effectiveness of the core curriculum for all students and providing leadership to district and building level staff in the identification and selection of evidenced-based curriculum in selected core curricular areas.
 - b) Providing leadership to district and building level staff in using evidence-based materials and interventions at the supplemental and intensive areas and assessing the effectiveness of interventions through examining instructional delivery and student outcome data.
 - c) Providing leadership to district and building level staff in collecting and analyzing data performance data in the 20 core indicators as identified by the Office of Special Education Programs (OSEP) for students with disabilities as part of a comprehensive data analysis approach.
2. Assists building level staff, on an as needs basis, in the development, implementation, and follow-up of psycho-educational intervention plans designed to assist and help specific children. (Capacity building)
3. Provides direct services to district level and building level staff and indirectly to children and youth. Examples include, but are not limited to:
 - a) assessment
 - b) problem-solving
 - c) study/learning strategies
 - d) development of behavior management plans, interventions, and strategies
4. Helps children and youth through serving staff and parents. Examples include, but are not limited to:
 - a) Understanding and using data to inform instructional decisions.
 - b) Understanding curriculum-based measurement and its relationship to student outcomes and instructional and curricular effectiveness.
 - c) Providing feedback and coaching to teachers and student services personnel to insure evidenced-based interventions are delivered with integrity and fidelity.
 - d) Assisting in the development of administrative, student services, and instructional personnel in providing feedback and coaching to staff involved in the implementation of evidenced-based interventions to insure evidenced-based interventions are implemented with integrity and fidelity.
 - e) Understanding and employing a structured, problem-solving model as a process to enhance outcomes.
5. Develops and implements procedures leading to the maintenance and improvement of school psychological and student services within the school district.
6. Acts as an administrator and supervisor in areas associated with the service. Examples include, but are not limited to:

- a) Serves as counsel for building level administrator(s) concerning district special education process and procedures.
 - b) Assists building level administrator(s) and the Director of Special Education and Pupil Services in various problem-solving situations. Some situations may involve confidential matters, but the Data Analysis and Training Administrator will not be placed into a position to supervise or evaluate staff performance.
 - c) Supervise university practicum students, when appropriate.
7. Designs, conducts, and utilizes the results of research of a psychological nature both at the district level and, when appropriate, in collaboration and conjunction with institutes of higher education.
 8. Researches, applies for, and secures educational grant funding to support district and building level initiatives.
 9. Creates linkages and relationships with institutes of higher education (IHE) to advance the knowledge and skills of district personnel and to provide an avenue for training future teachers and student services personnel.
 10. Other duties and responsibilities as assigned by supervisory administrators.
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LEGAL REFERENCES:

CROSS REFERENCES:

BOARD APPROVAL:

July 17, 2006