

Early Warning System Coordinator Job Description

The purpose of this document is (1) to outline preferred skillsets, roles, and responsibilities for individuals mutually agreeing to fulfill the role of an Early Warning System (EWS) Coordinator (2) assist district leaders in determining who to recruit and mutually select for the EWS Coordinator position.

Qualifications and Skills

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of an EWS Coordinator:

- Knowledge of school engagement and dropout prevention research.
- Understands the intent of collecting universal screening data for on-going analysis and use.
- Knowledge of the 7-step Early Warning Intervention and Monitoring System process.
- Knowledge of Excel and Google Spreadsheet formulas, data manipulation, PivotTables.
- Knowledge of how attendance, behavior, and course performance data are stored in a district's student information system, and how to extract that information in reports.
- Effective organization skills, especially as it relates to organizing spreadsheets and managing sharing permissions/staff access.
- Effective communication skills.
- Ability to manage adaptive situations (e.g., data reveal inconsistencies in attendance and grading practices).
- Ability to develop and meet timelines for completion of projects, tasks, and activities.
- Willingness to engage in continued professional learning.
- Ability to accept coaching supports and feedback.
- Punctual.

Responsibilities

EWS Coordinators are responsible for:

- Successful completion of the EWS Coordinator certification training:
 - 25 minutes to complete the EWIMS Overview course in EduPaths.
 - 2.5 hours of independent pre-learning.
 - 2-hour live session on Zoom.
 - 1.5 hours of independent post-training work, including an online formative assessment.

- Work with “district designee” identified for making critical assessment decisions (listed in the district MTSS Assessment System) to ensure EWS communication with all staff and parents has occurred or is scheduled to occur within the first 20 days of each school year.
- Work with the District Implementation Team and School Leadership Teams to document the data collection decisions, timelines, and responsibilities in the district’s MTSS Assessment System (“Reading/Engagement Assessments” tab, EWI Roles, Collection, and Analysis Decisions).
- Ensure system is established for collecting EWI Data:
 - Clean templates or other data tools for extracting and summarizing EWI data.
 - Schedule, procedures and tools for checking and addressing data accuracy prior to teams needing the data for decision-making.
- Assist teams in generating the reports needed for school-wide data analysis and grade-level data analysis.
- Develop the School Leadership Team’s knowledge in how to analyze and use EWI data for on-going problem solving.
- Work with key district staff to communicate and respond to barriers regarding the collection and use of EWI.

Estimated Time Allocation

Installation and Initial Implementation

The time commitment of an EWS Coordinator is greater during installation and in the first two year of implementation. Maximum time allocation is approximately 8-10 hours per school per year during installation. During this work, there are several meetings with administration, leadership teams, technology staff and school staff. EWS Coordinators are typically on-site and supporting the initial pull and accuracy check of EWI data. EWS Coordinators need to revisit installation activities under the following circumstances: a) ensure new staff are fully supported, b) a change in how data will be gathered, and c) when adding additional schools in a new cohort.

Full Implementation

As EWS use moves beyond initial implementation, an EWS Coordinator may be able to shift work to prompting data collection, checking accuracy of the data, and supporting data use and communication. Long-term time commitments may decrease significantly from the initial output of work during (re-)installation, resulting in closer to 4-6 hours per school per year.

Possible Roles and Perspectives to Consider for Selection

When selecting an EWS coordinator, consider individual(s) in the following roles, with attention to the specific qualifications and skill set of the individuals you are considering:

- School-Level Coach
- School Social Worker
- Guidance Counselor
- School Psychologist

- Attendance or pupil account monitor
- Instructional technology staff can help to support the details of extracting data, populating spreadsheets, and managing data, but may need a partner who helps train and coach staff on data use.

It is ideal for each district to have at least two people actively serving in the role of EWS Coordinator. This redundancy will help the district to sustain strong supports for the EWS despite staff turnover. If districts lack internal capacity to have two people in this role, they might consider collaborating with the intermediate school district for a second EWS Coordinator.

Rationale for Multiple Coordinators

In order to build capacity of the EWS Coordinator role, it is suggested to have at least two people identified and trained within a district, preferably at the same time. This allows a district to continue using an EWS within the designated assessment windows without interruption should an identified EWS Coordinator discontinue the role or leave the district.

Options for sharing the role of EWS Coordinator

- Coordinators work together at each school on preparing for data pulls, checking data for accuracy, and supporting staff with data analysis.
- Coordinators divide schools evenly and support EWS at schools assigned to each individual.
- One coordinator is designated as “the lead” and coordinates the EWS at the majority of schools and the “back-up” coordinator supports at least one school.
- Coordinators split the role by responsibilities. For example, one coordinator takes the lead on populating all spreadsheets, conducting accuracy checks, and making sure timelines and other decisions are documented across the district. Another coordinator leads all staff training and data analysis.

Michigan’s MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.