

## District Coordinator Recruitment and Selection

This document is intended to be used by executive leaders to guide the recruitment and selection of the District Coordinator. The guidance and recommendations provided in document should be revised to fit the context of the district.

### Recruitment

There are two options for recruitment of staff. One option is the development of a job posting, aligned to the job description for the role, followed by an application process.

The second option is identifying existing staff who possess the necessary qualifications and skills outlined in the job description, have adequate time to complete responsibilities and may be interested in the role.

**Directions:** Document the option that will be used for recruitment, as well as any additional guidelines for how staff will be recruited for the District Coordinator role.

### Selection

The recommendation for selection of a District Coordinator is to engage in a formal selection process, using a set of standard questions to examine the candidates' strengths and areas needing further learning and practice.

A second option is to have a formal conversation with the candidate(s) to discuss the role, answer any questions, and secure a mutual commit to fulfill the role.

**Directions:** Document the option that will be used for selection, as well as any additional selection decisions. If candidates will engage in an interview process, review and revise the standard set of questions listed below.

### Selection Questions

Selection questions should include a variety of role-specific questions, a performance assessment (e.g. role play, scenario, assignment) with feedback, and general questions to gauge interest and ensure mutual understanding of the role.

1. **District Infrastructure:** A key component for high-quality MTSS implementation that is scalable and sustainable is ensuring a district has structures, processes and procedures.” Define what you believe to be necessary district structures, processes and procedures to support MTSS implementation.

2. **District Infrastructure:** Identify the benefits and potential risk of a district standardizing the process for MTSS implementation and schools contextualizing their implementation of MTSS.
3. **District Infrastructure:** It is critical for effective teams to support implementation efforts. Your district has a District Implementation Team to support implementation effort and schools will have / leverage a School Leadership Team to support implementation. What are the differences between the focus of a District Implementation and a School Leadership Team?

**4. MTSS Role-Play:**

**Directions:** Interviewer reads the following scenario aloud and identifies who will play each role. After reading the scenario, provide individuals time to re-read and collect their thoughts before beginning the role play. Following the role play, feedback is to be given to the individual who might be selected to be the Coordinator.

**Scenario:** You are attending a school-level data review session where School Leadership Teams are reviewing school-level out and fidelity data for both the behavior and reading MTSS components. One of the teams identifies from the data there is an increase in behavior incident referrals during the school-wide reading instructional block. The team wants to know what activities would be generated to adequately address the need. What would you suggest?

**Roles:** Coordinator and School Leadership Team member(s)

5. **Behavior MTSS:** You are working with school-level coaches to ensure each of the schools has developed an acknowledgement system that would reward their students for demonstrating expected behaviors. A coach reports that their teachers are asking, “Why are we rewarding students for doing things they should just do anyway? They shouldn’t need a reward to follow expectations.” How would you respond to the coach?
6. **Behavior MTSS:** How do you see PBIS connecting at a school level with other initiatives like restorative practices and social-emotional learning?
7. **Reading MTSS:** Define scientifically-**valid** reading practices and scientifically-**invalid** reading practices.
8. **Reading MTSS:** Describe the similarities and differences between early reading skills compared to adolescent reading skills.
9. **Coaching:** Outline why emphasizing systems-level coaching for both district and school teams is necessary to support use of the components of an integrated behavior and reading MTSS framework.
10. **Coaching:** Identify the strategies you would use to ensure effective and on-going communication related to the district’s capacity to effectively support MTSS implementation across schools.
11. **General:** Given what you have learned thus far about the District Coordinator position, what areas do you feel are needed areas for additional professional learning?
12. **General:** What questions do you have for us?

## Post-Selection

Following selection, the District Coordinator will need additional support to ensure they have the skills necessary to fulfill the role. An individualized learning plan will be developed to address the professional learning needs of the candidate. The plan should include a description of professional learning activities, timelines for completion, individuals assigned to support, and preparation required.

A general District Coordinator Learning Plan [insert link] with options for professional learning activities specific to the role has already been developed. This plan will be used as a template and individualized based on needs identified through the selection process.

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