

# District Coordinator Roles and Responsibilities

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*The purpose of this document is to outline roles and responsibilities for individuals mutually agreeing to fulfill the role of a District Coordinator.*

**District Coordinator description:** The District Coordinator serves as a liaison between the Tennessee TSC and the district by coordinating the processes that enhance school-based implementation.

## The District Coordinator supports:

### Coordination of the District Leadership Team by:

- Identifying appropriate district-level personnel to serve on the District Leadership Team.
- Scheduling and assisting the District Leadership Team with the preparation of meetings.
- Communicating updates on schools to the District Leadership Team.
- Working with new administrators of existing schools to ensure continued implementation.
- Supervising and supporting district coaches and school-based leaders.
- Monitoring and collecting school-based data for decision making.
- Supporting new or existing school teams with identifying learning needs (i.e., training, re-training, booster, modules).
- Supporting schools in establishing and maintaining staff commitment to the plan.
- Notifying schools of their registration, location, times of sessions and ensuring pre-training activities are complete and accurate.
- Attending and participating in all workshops for new teams.
- Supporting the district-wide use of multi-level prevention systems.

### Funding for sustained implementation. Examples of this include:

- Working with district-level personnel to identify funding that may be allocated to related activities (*such as supporting schools, supporting professional development, etc.*)
- Working to obtain outside funding for related activities when district financial support is insufficient (*such as writing grants, working with community sponsors, etc.*)

### Visibility/Policy support in their district. Examples of this include:

- Updating the Superintendent and District Leadership Team on the progress and outcomes
- Delivering presentations/materials to school board members, administrators, community partners, local media, and other groups/organizations as necessary to educate and inform them on activities & outcomes
- Including input from additional stakeholders (i.e., family, student, community)

### Facilitating data-based decision making and the evaluation process through:

- supporting the district's coaching network, assisting with schools completing fidelity measures, assisting with universal screeners, progress monitoring, and performing site visits as needed;
- working with coaches to ensure the validity of their evaluation data;
- monitoring completion of schools' evaluation activities;
- reviewing and distributing evaluation results to appropriate stakeholders; and
- utilizing the evaluation results to identify next steps and allocate resources.

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*\*Adapted from: The Tennessee Behavior Supports Project at Vanderbilt University, the University of Tennessee at Knoxville, and the University of Memphis at Lambuth and Michigan's Multi-Tiered System of Supports District Coordinator Descriptions & Georgia Department of Education PBIS District Planning Forms*