



# IRVINE UNIFIED SCHOOL DISTRICT

## COORDINATOR IV: INTEGRATED STUDENT SUPPORT

### DEFINITION

Under the general direction of the Executive Director of Student Support Services or designee, implement, oversee, and align Multi-Tiered System of Supports (MTSS), Advancement Via Individual Determination (AVID), grading practices and report cards, and classroom management initiatives across the district. This position provides leadership in data-driven decision making, instructional effectiveness, and provides support for the administration and coordination of state and district assessments.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

- Coordinates the implementation, analysis, and alignment of MTSS, AVID frameworks, equitable grading practices, and positive classroom management strategies across all curriculum and support services departments.
- Collaborates closely with curriculum and support services department administrators to design and enhance professional learning and coaching that increases instructional effectiveness and student equity.
- Supports schools in establishing effective MTSS structures, embedding AVID methodologies school-wide, refining grading policies to reflect student mastery, and implementing evidence-based classroom management practices.
- Provides, interprets, and analyzes student academic and behavioral data to support data-driven decision making by school administrators and teachers for the continuous improvement of teaching and learning.
- Assists the assessment department in implementing state and district assessments, supporting schools in effectively administering tests, and accurately analyzing results to improve classroom instruction.
- Interprets State and district assessment results for school sites to help guide MTSS interventions, SPSA Support and instructional adjustments.

### QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### KNOWLEDGE AND ABILITIES

- Comprehensive knowledge of MTSS structures (academic, behavioral, and social-emotional), AVID essentials, equitable grading practices, and proactive classroom management methodologies.
- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing education programs in California, including student privacy and testing accommodations.
- Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.
- Ability to collaborate with school sites, district departments, and external agencies in planning and implementing effective educational programs and staff/parent training within established budget constraints.

- Ability to analyze complex student data sets (academic, behavioral, and systemic) and prepare strategic response alternatives for consideration by decision-making groups.
- Ability to successfully deliver professional development and coach school teams to support various programs and district initiatives.

**EDUCATION and/or EXPERIENCE**

- Three years of successful certificated teaching experience. (experience with MTSS leadership, AVID coordination, or site-level coaching preferred).
- A Master's degree from an accredited college or university is preferred.
- Valid California teaching or other related Services credential.
- California Administrative Services or other related Services credential.
- Possession of a valid California driver's license.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

5/22/2026