



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Educator Effectiveness Coach Consultant TOSA** FLSA Status: **Exempt**
Job Family: **Licensed** Pay Range: **T Salary Schedule**
Prepared/Revised Date: **March 28, 2024** Job Code: **21819**

SUMMARY: Facilitate coordinated job-embedded professional support for PSD educators that is differentiated, collaborative, and reflective. Coordinate, consult, and collaborate with individuals and District teams to coach for staff capacity, sustaining systemic change, and creating meaningful student experiences. Support the coaching of educator growth, resilience, practice, resilience, and reflection of educators by modeling best practices in instruction and collaboration. Support a unified system of coaching.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below 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.*

DESCRIPTION OF JOB TASKS	
1.	Under the direction of the Coordinator of Mentoring and Educator Effectiveness assist in the design, development and support of a systematic and District-wide coaching approach to support educators in all areas of instruction including classroom management, assessment, student engagement, classroom environment and culture, interpersonal and team dynamics, and curricular expertise.
2.	Work collaboratively with departments to co-design a framework for coaching support that meets the needs of all stakeholders.
3.	As a master trainer of coaching models, utilize adult learning principles to equip, train and empower other internal coaches to deliver effective programs, systems, tools, and self-reflection across the District.
4.	Design, coach and provide support for PSDs staff to: <ul style="list-style-type: none">a. Develop standards aligned instructional practices, with a special emphasis on literacyb. Design differentiated assessment tasks that value student ownership and voicec. Facilitate goal setting, goal tracking, reflective conversations, and growth pathway identificationd. Use data to monitor and adjust instruction for the purposes of student growthe. Understand, appreciate, and celebrate staff and student diversity towards equitable outcomes for eachf. Embed relevant and appropriate technology toolsg. Balance personal and professional obligations toward career longevity and resilience, including strategies for stress management
5.	Develop and design District-wide coaching resources, tools, training programs, and systems for delivery with fidelity.
6.	Coordinate, facilitate, and collaborate with schools and district departments on professional learning opportunities for staff, with a focus on new educator growth.
7.	Engage in and support others in collaborative reflection and coaching cycles to enhance practices.
8.	Foster meaningful, measurable outcomes that support educator growth and development. Collect and interpret data that supports programming decisions based on student and staff outcomes.
9.	Maintain foundational scaffolds for early career educators through the Induction Program as well as support alternative licensure educators.
10.	Collaborate: <ul style="list-style-type: none">a. With staff, central office department, administrators, and other colleagues to enhance instruction and improve student outcomesb. With colleagues in team and department-based meetings and discussionsc. Interdepartmentally to co-develop District-wide programming



11. Demonstrate a commitment to: a. Understand, appreciate, and promote district priorities and outcomes b. Facilitate coaching models that include families in the students' educational plans c. Support all Poudre School District policies, procedures, and expectations d. Provide personal and professional excellence
12. Participate in: a. Department, team, building, and district meetings and discussions b. Student and/or family conferences and other meetings c. Social, cultural, interscholastic, and extracurricular activities d. Professional growth opportunities
13. Attend work and arrive in a timely manner.
14. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree with proper teaching or special services provider licensure program required.
- Demonstrated successful experience instructing students in a classroom setting required.
- Demonstrated successful experience leading adult learning required.
- Experience and formal training in facilitating team collaboration required.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado educator license with appropriate endorsements required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Knowledge of team infrastructure, formative instruction and assessment, MTSS framework, and technology integration.
- Self-directed, collaborative approach to work.
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills, ability to build quick rapport and relationships among staff.
- Critical thinking and problem-solving skills.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.



MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Office and/or other department software packages.
- Operating knowledge of and experience with standard educational/instructional technology equipment and programs.
- Operating knowledge of and experience with standard office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Mentoring and Educator Effectiveness Coordinator	
Direct reports:	This job has no direct supervisory responsibilities.	0

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		



MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	