



# Poudre School District

## HUMAN RESOURCES DEPARTMENT

### JOB DESCRIPTION

Job Title:	<b>Early Childhood MTSS Coordinator</b>	FLSA Status:	<b>Exempt</b>
Job Family:	<b>Licensed</b>	Pay Range:	<b>T Salary Schedule</b>
Prepared/Revised Date:	<b>January 1, 2018</b>	Job Code:	<b>TBD</b>

**SUMMARY:** Responsible for working collaboratively with district staff to develop and implement an integrated model of the Multi-Tiered System of Support (MTSS) for the development and behavior of Early Childhood Education (ECE) students and assisting the ECE program in implementing a three-tiered MTSS framework.

**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.	Initiate collaboration within and among school teams and district departments to: <ol style="list-style-type: none"> <li>Conduct and interpret a variety of developmental, ECE-related assessment, and progress-monitoring methodologies with ECE/Integrated Services (Special Education) teaching teams and MTSS teams.</li> <li>Develop and maintain relationships with the Student Success Teams at school sites with ECE classrooms.</li> <li>Manage ECE MTSS processes relative to site MTSS teams and processes.</li> <li>Respond in a timely manner to school requests and needs.</li> </ol>
2.	Ensure no child is left alone or unsupervised.
3.	Work collaboratively with: <ol style="list-style-type: none"> <li>School-based MTSS coordinators and teams to implement MTSS essential components.</li> <li>ECE/ Integrated Services teaching teams to develop MTSS plans including data analysis, goal-setting, instruction, progress monitoring, and appropriate adjustments for student success.</li> <li>Teachers, support staff, and administrators to enhance instruction and improve student outcomes</li> </ol>
4.	Provide research, tools, and resources to: <ol style="list-style-type: none"> <li>Support school MTSS efforts.</li> <li>Develop, update, and maintain workable processes for Tier I, II, and III responses in ECE classrooms.</li> <li>Model and coach evidence-based instruction and interventions to respond to student needs.</li> </ol>
5.	Assist in coordinating, designing, and facilitating professional development for ECE coaches and staff by: <ol style="list-style-type: none"> <li>Providing training and technical support for use of academic and intervention data.</li> <li>Collecting, analyzing, and interpreting academic data.</li> </ol>
6.	Demonstrate a commitment to: <ol style="list-style-type: none"> <li>Understand, appreciate, and make accommodations for student diversity.</li> <li>Include and engage families in the student's education.</li> <li>Support all Poudre School District policies, procedures, and expectations.</li> <li>Provide personal and professional excellence.</li> </ol>
7.	Participate in: <ol style="list-style-type: none"> <li>ECE leadership and MTSS team meetings.</li> <li>Department, team, building, and district meetings and discussions.</li> <li>Social, cultural, interscholastic, and extracurricular activities.</li> <li>Professional growth, training, and research opportunities.</li> </ol>
8.	Attend work and arrive in a timely manner.
9.	Perform other duties as assigned.

#### **EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor's degree in education or special education with proper teaching licensure program required.

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- Experience instructing students in a preschool classroom setting required.
- Experience leading data cycles and instructional improvement preferred.

**LICENSES, REGISTRATIONS, or CERTIFICATIONS:**

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

**TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:**

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- 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, Superintendent policies, 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 Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	POSITION TITLE	# of EMPLOYEES
<b>Direct reports:</b>	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		



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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		
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



<b>NOISE LEVEL:</b>	<b>Exposure Level</b>
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	