



Coordinator District TI/TIII Programs

Purpose Statement

The job of Coordinator District TI/TIII Programs is done for the purpose/s of providing leadership, training, and support for state curriculum standards and district essential standards; supporting teachers in strategic use of curricular materials; building school knowledge of curriculum and standards to meet the learning needs of all students; providing leadership to develop interventions via a Multi Tiered System of Supports (MTSS) for all students at district schools; serves as curriculum advisor to administrators; and improving student achievement.

This job is distinguished from similar jobs by the following characteristics: Works with Program Director to comply with several Federal Programs; additional summer work days beyond a traditional 180 day contract are required.

This job reports to Director of Title I and III

Essential Functions

- Advocates and provides leadership for district improvement efforts, curriculum adoptions, specific content areas, and other instructional leadership activities (e.g. District Improvement Plan, District Instructional Model, Academic MTSS Model, Curriculum Adoption, etc.) for the purpose of providing leadership and direction for all stakeholders.
- Assists Title I Coordinators and EL supervisors with completing needs assessments, developing school plans, student identification for program participation, school budgets, and providing leadership for program compliance for the purpose of identifying community needs, improving the overall instructional efforts, improving academic achievement for program participants, and promoting parent engagement.
- Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.
- Collaborates with a variety of internal and external sources to develop effective Title I Preschool programs for the purpose of meeting the educational needs of identified students.
- Coordinates with building and district administrators to provide individualized support for teacher teams and individuals for the purpose of meeting the needs of teachers and other instructional staff at individual school locations.
- Develops and maintains professional relationships with all school personnel for the purpose of maintaining a respectful and productive work environment.
- Facilitates schools implementation of the district academic MTSS program for the purpose of helping students to meet state academic standards.
- Gathers and analyzes a wide variety of data (e.g. assessment scores, formative data, observations, etc.) for the purpose of improving instructional decision-making and to assist in developing academic MTSS interventions.
- Models effective instructional strategies, provides professional development, and use of materials for teachers and instructional assistants (e.g. SIOP and other effective EL strategies, etc.) for the purpose of supporting students to meet academic standards and growth in English Language Development.
- Observes and participates in school intervention groups/classrooms; assists school teams when appropriate with placement of students into support programs(s) for the purpose of supporting schools with school improvement efforts.

- Participates in a variety of assigned meetings/trainings (e.g. meetings, workshops, seminars, professional development, etc.) for the purpose of maintaining current knowledge of best practices of effective instruction, compliance, and to communicate and/or gather information in the decision-making process.
- Participates in ongoing professional development activities for the purpose of building knowledge, capacity, and skills to promote additional professional development activities within the school district.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Promotes and advises on district initiatives regularly for the purpose of supporting district-wide improvement efforts.
- Supports Title I program staff in training, consultation, and providing leadership (e.g. interventions, compliance, etc.) for the purpose of educating staff regarding best practices, responsibilities, and to meet program expectations.
- Trains district personnel on Utah Core Standards, district essentials, curriculum adoption materials, (e.g. Tier II intervention resources and strategies, curriculum materials, etc.) for the purpose of improving instruction and ensuring knowledge of standards.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: analyzing data; applying assessment instruments; applying curriculum and instructional techniques; classifying data and/or information; comparing results; counseling and mentoring employees; critical observation ; facilitating meetings; operating standard office equipment and office technology; using Microsoft Office software applications including Word, Excel, PowerPoint and Access; using pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: assessment instruments and techniques; codes/laws/rules/regulations/policies; concepts of grammar, spelling and punctuation; methods of instruction and training; practicing cultural competency while working collaboratively with diverse groups and individuals; stages of child development.

ABILITY is required to schedule activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: accuracy and attention to detail; adapting to changing work priorities; communicating with diverse groups; communicating with persons of diverse backgrounds; maintaining confidentiality; meeting deadlines and schedules; multitasking; setting priorities; working as part of a team; working with detailed information/data.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and some fine finger dexterity. Generally the job requires 0% sitting, 0% walking, and 0% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Bachelors degree in job-related area.
Equivalency: Five or more years as a Teacher in a Title I school setting
Bachelor's Degree with Teaching License
ESL, Reading, and/or Math endorsement preferred
Administrative License/Credential preferred.

Required Testing:

Certificates and Licenses

State of Utah Teaching License

Continuing Educ. / Training:

BA, BS degree in related area with increasing levels of job-related experience may substitute for MA Degree.

Clearances

Criminal Background Clearance

FLSA Status

Exempt

Approval Date

6/21/2021

Salary Grade

Lane 1 Bachelor's Degree