

Job Title: **Induction Coordinator**  
 Job Family: **Certified**  
 Pay Program: **Administrative**  
 Work Year: **10 months**

Job Code: **4065**  
 FLSA Status: **Exempt**  
 Grade: **L11**

**SUMMARY:** The Coordinator works with both novice and experienced teachers to ensure the retention of competent and valued professional staff, whose primary work is the education of District 12 students. The Coordinator works with Professional Learning, Human Resources, Learning Services, Special Education and building administrators to ensure effective professional growth opportunities for all.

**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.*

| Job Tasks Descriptions  | Frequency | % of Time |
|---|-----------|-----------|
| 1. Provide professional learning, support, mentoring and coaching, aligned to the vision for high quality instruction in Adams 12 Five Star Schools, for Phase 1 and Phase 2 mentors and inductees. Respond to inductee, mentor, principal and school needs as requested. | D         | 20%       |
| 2. Coordinate inductee-mentor matches in cooperation with building administrators, Student Support Services leadership and Induction advisors. Plan and facilitate Induction advisor Meetings. Train, manage and monitor Induction advisory team.                         | M         | 20%       |
| 3. Train, manage and monitor Induction mentors and online mentor logs.  | W         | 10%       |
| 4. Advocate and be a public representative for Induction.   | D         | 5%        |
| 5. Plan, organize and facilitate August, Fall and Spring New Teacher Academies. Read and respond to Phase 1 and Phase 2 mid-year and final reflections.   | A         | 8%        |
| 6. Coordinate professional learning and educator support with Human Resources, Learning Services, Professional Learning, principals and instructional coaches. Attend and provide induction information at Human Resources contract signings.                             | W         | 10%       |
| 7. Update and maintain mentor, inductee, and principal web pages including Induction Program Guide, mentor and inductee resources, and documentation of successful completion of program requirements.  | W         | 8%        |
| 8. Construct and monitor allocation of Induction budget.  | M         | 7%        |
| 9. Collect and analyze Induction survey and retention data to determine practices that may positively influence the recruitment and retention of high quality educators.  | A         | 5%        |
| 10. Monitor, evaluate and adjust Induction program to ensure compliance with Colorado Department of Education and Colorado State Statutes.  | M         | 5%        |
| 11. Perform other duties as assigned.   | Ongoing   | 2%        |
| 12. TOTAL   |           | 100%      |

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Master’s degree in an education field.
- More than five years of experience in educational institutions, preferably as a teacher.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Must possess or be enrolled in a program to obtain a valid Principal/Administrators license.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Must possess high level of competency in all components of a teacher’s job and some knowledge of the jobs of other school personnel.
- High-level skills required in interpersonal, oral and written communication, public speaking, facilitation of groups, curriculum and standards based education.
- Knowledge of Colorado Teacher Stands, AD12 policies and procedures, budget management, and performance appraisal.
- Understanding of professional development for adults.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.

- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- 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.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cyber-security with respect to student and staff data, and related information systems.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, District Net (Google Apps, **SharePoint**, District Website).
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                    | <b>POSITION TITLE</b>          | <b>JOB CODE</b> |
|--------------------|--------------------------------|-----------------|
| <b>Reports to:</b> | Professional Learning Director | 050330          |

|                        | <b>POSITION TITLE</b> | <b># of EMPLOYEES</b> | <b>JOB CODE</b> |
|------------------------|-----------------------|-----------------------|-----------------|
| <b>Direct reports:</b> | None                  |                       |                 |

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- Oversee and monitor accurate allocation of budget including mentors, Induction facilitators, professional leave days, substitutes, stipends, salaries and materials. Participates in developing budget.

**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.*

| <b>PHYSICAL ACTIVITIES:</b>         | <b>Amount of Time</b> |                  |                   |                 |
|-------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                     | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| 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                     |                  |                   |                 |

| <b>WEIGHT and FORCE DEMANDS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|----------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                  | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Up to 10 pounds                  |                       |                  | X                 |                 |
| Up to 25 pounds                  |                       | X                |                   |                 |
| Up to 50 pounds                  | X                     |                  |                   |                 |
| 51 to 100 pounds                 | X                     |                  |                   |                 |
| More than 100 pounds             | X                     |                  |                   |                 |

| <b>MENTAL FUNCTIONS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|--------------------------|-----------------------|------------------|-------------------|-----------------|
|                          | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Compare                  |                       |                  |                   | X               |
| Analyze                  |                       |                  |                   | X               |
| Communicate              |                       |                  |                   | X               |
| Copy                     |                       | X                |                   |                 |
| Coordinate               |                       |                  | X                 |                 |
| Instruct                 |                       | X                |                   |                 |
| Compute                  |                       | X                |                   |                 |

| <b>MENTAL FUNCTIONS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|--------------------------|-----------------------|------------------|-------------------|-----------------|
|                          | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Synthesize               |                       | X                |                   |                 |
| Evaluate                 |                       | X                |                   |                 |
| Interpersonal Skills     |                       |                  |                   | X               |
| Compile                  |                       |                  | X                 |                 |
| Negotiate                |                       | X                |                   |                 |

| <b>WORK ENVIRONMENT:</b>              | <b>Amount of Time</b> |                  |                   |                 |
|---------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                       | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| 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                     |                  |                   |                 |

| <b>VISION DEMANDS:</b>                                    | <b>Required</b> |
|---|-----------------|
| 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               | X                     |
| Moderate            | X                     |
| Loud                |                       |
| Very Loud           |                       |