

PUEBLO SCHOOL DISTRICT 60
CERTIFIED JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title:	TOSA – Early Childhood Coach
Prepared Date:	8/1/2018
Revised Date:	9/15/2023
Work Year:	175 days
Department:	Early Childhood
Reports To:	Early Childhood Specialist
Salary Range:	Teacher Salary Schedule
Benefits:	Fringe Benefits based on PEA Negotiated Agreement
Status:	FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the TOSA – Early Childhood Coach is to facilitate learning and teaching in the areas of curriculum, assessment, and parent involvement within an integrated, including preschool classroom (ages 3 to 5) in compliance with the Colorado Quality Standards and Academic Standards. This position serves as part of the Early Childhood Department administrative team is responsible for coaching and mentoring both certified teachers and early childhood educators in planning, differentiating, and implementing children’s educational programming, including planning the instructional strategies to support the individual education plan (IEP) goals and accommodations (may include children with severe needs) for children identified for special education services, leading the planning process with team members, including guidance of ECE’s understanding/preparation to implement weekly schedule, and planning and facilitating small and large group instructions.

QUALIFICATIONS:

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. 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.

REQUIRED:

- Valid Colorado Teaching License within 60 days from date of hire
- Teacher must be endorsed in Early Childhood Education (0-8) or be able and willing to obtain endorsement in Early Childhood Education (0-8) within one year
 - 36 semester credit hours applicable to content area
 - Passing score on a State Board of Education approved content exam (currently the ETS Praxis Series)
- Three (3) years of successful years of teaching experience
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Bachelors of Arts degree in Early Childhood or Early Childhood Special Education
- Master's degree in Education

SKILLS AND KNOWLEDGE:

- Knowledge and understanding in observation/feedback experience and training
- Knowledge of positive behavioral interventions and support
- Knowledge of creating and implementing student behavior expectations
- Knowledge of conflict resolution strategies for students and adults
- Knowledge of expertise in computer systems including Infinite Campus and TS Gold
- Ability to build positive relationships with students, staff, parents, and community
- Ability to analyze and use multiple data sources to make sound instructional decisions
- Ability and willingness to collaborate with colleagues
- Ability to facilitate meetings and professional development opportunities
- Ability to demonstrate strong communication skills with students, parents, and teachers to enhance the educational, personal, and social aspect of each student
- Strong commitment to system changes and strong evidence of being a "team player"
- Ability to scaffold and differentiate instruction
- Ability to interpret test information and data
- Ability to report to work on a regular and punctual basis
- Ability to be flexible

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities.

Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Work as a member of department administration to ensure quality standards are implemented for children in the classroom
- Assist in identifying the training needs of staff in preschool program. Design and facilitate professional development for early childhood staff
- Work with individual staff members to set achievable goals, based on multiple sources of data, within each coaching cycle that support development of best practice
- Assist in the mentoring and training of education staff to support school readiness measures and program quality
- Visit classrooms on a regular basis to coach and provide feedback to early childhood educators and certified teachers to support high quality teaching practices and support staff in their work to provide a high quality early learning experience for each child and family
- Utilize coaching protocols to structure and document work with each early childhood staff member, including the provision of regular feedback and differentiated coaching strategies
- Work with staff members to create and follow an intentional and systematic process to gather and record student information and progress within TS Gold system
- Use coaching strategies (e.g. side-by-side support, modeling, discussion, video recording, etc.) that support the staff member's understanding and use of a specific teaching or practice.
- Guide early childhood staff in delivering classroom instruction, i.e., delivering small group instruction; ensure equitable sharing of classroom workload; assume responsibility in resolving communication challenges within the team
- Assist classrooms with proper techniques with children and guidance with daily classroom activities and lesson plans
- Ensure teacher-child interactions and instruction is responsive, intentional, and developmentally appropriate to ensure children are provided socially supportive, organized, and instructionally meaningful interactions to support their development (i.e., social-emotional, physical, cognitive, and language) and learning (i.e., literacy, math, science, technology, social studies, and the arts)
- Supervise and evaluate the performance of classified personnel as assigned. Provide feedback directly to teaching staff and model exemplary practices
- Assist in identifying, acquiring, organizing, and distributing available resources to support teachers, students, and schools. This includes textbooks, supplies, and equipment as needed.
- Engage with stakeholders (teachers, early childhood educators, program administration, families, and community members) to address and assist with various processes in early childhood including child find or other ESS needs, the kindergarten transition process, etc.
- Assist in the preschool recruitment and enrollment process as assigned
- Attend workshops, conferences, meetings, and other professional learning opportunities to fully engage in ongoing professional learning

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by Early Childhood Specialist

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 DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8.5 - hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5 – 8.5 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms			X		
Repetitive use wrists			X		
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 50 lbs.			X		
Lifting/Carrying Maximum weight: 50 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions;