Adams 12 Five Star Schools

Job Description

Job Title:	**Early Childhood/SSS Coordinator**	Job Code:	**3040**
Job Family:	**Certified**	FLSA Status:	**Exempt - E**
Pay Program:	**Administrative**	Pay Range**:**	**L13**
Prepared/Revised Date:	**July 2025**	Work Year:	**11 months**

SUMMARY: Provide leadership and guidance in the implementation and evaluation of instruction, assessment, resource utilization, and daily programming for students in early childhood education (3-8 years old) programs. Build capacity of staff who work in early childhood, both general and special education, in order for them to provide high quality programming, intervention, and professional practices. Provide knowledge, guidance, and support to building level administrators and staff in the areas of early childhood developmental guidelines, environmental structures and supports, best practices for inclusive early childhood classrooms, services delivery models, assessment requirements (including use and analysis) and the implementation of a guaranteed and viable curriculum. Additionally, ensure the implementation of high quality programming for students with disabilities along a continuum of services for special education. Collaborate with ECE and Student Support Services Leadership Teams in the development, implementation, and evaluation of department, district, state, and federal goals.

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. Collaborate with, coach, and build the capacity of early childhood teams (general and special education) in implementing a guaranteed and viable curriculum to all students, providing developmentally appropriate instruction, learning opportunities, classroom management strategies and interventions, as well as universal, diagnostic, and progress monitoring assessments to inform instructional decisions and the development and implementation of Individualized Education Plans.	D	30%
2. Establish and maintain professional learning communities for administrative, certified and classified employee groups in early childhood to support with the planning for, implementation of, and reflection of the guaranteed and viable curriculum, units of study, and data driven protocols.	D	20%
3. Serve as a problem solver, advocate, and sense maker to all ECE stakeholders and district-level staff to ensure the full integration of early childhood in the district.	Q	20%
4. Assist the student support services executive director and director of early childhood in oversight and monitoring for federal, state, and local requirements for both early childhood and special education.	D	15%
5. Actively engage in proactive structures and communication pathways to encourage involvement and maintain supportive relationships with families and outside agencies in support of all early childhood students.	Q	5%
6. Engage in professional dialogue and systems development and implementation of the preschool to kindergarten transition process, ensuring consistency, relevancy, and accuracy of implementation of student needs.	D	5%
7. Perform other duties as assigned.	Ongoing	5%
TOTAL		100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree in Early Childhood and Special Education or related field.
- Experience in administration, special education or related field preferred
- Teaching or other experience working with students in early childhood, including students with significant learning and/or behavioral needs.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Colorado principal license and/or director of special education preferred or must be obtained within 12 months of hire.
- Colorado Special Education Teacher or Special Services Provider License required.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Knowledge of evidenced-based programming and service delivery for students with unique learning needs (Special Education, At-Risk, Alternative Education.)
- Demonstrated skills in facilitation, conflict resolution and adult learning.
- Excellent interpersonal and communication skills.
- Excellent organizational skills. Ability to manage a variety of tasks in many settings on a daily basis.
- Willingness to receive professional development and implement the district instructional coaching practices ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to engage in effective communication, collaboration, and teamwork with individuals from diverse backgrounds, cultures, and perspectives, while demonstrating respect and appreciation for their differences.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information.
- 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 typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Director of Early Childhood Education	060508

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:			
	Site Directors		1050
	Universal ECSEs (in collaboration with principals)		

- Supervisory responsibilities include hiring, disciplining, terminating, directing work, assigning work, training and evaluating.

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 and fingers, to 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		

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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

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