Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Mentoring and Educator Effectiveness Coordinator**	FLSA Status:	**Exempt**
Job Family:	**Professional**	Pay Range:	**M**
Prepared/Revised Date:	**January 29, 2026**	Job Code:	**34410**
		Days:	**260**

SUMMARY: Work collaboratively with Human Resources, Professional Learning Services, Integrated Services, Student Support Services, and building administrators to ensure effective professional growth opportunities for participants in the mentoring and induction program. Plan, organize, and direct newly hired educators and special services professionals (SSP) mentoring and induction programs. Coordinate the newly hired administrators mentoring and induction program. Work with both novice and experienced educators and SSPs to ensure the retention of competent and valued professional staff, whose primary work is the education and support of Poudre School District students. Work collaboratively with the Director of Research and Evaluation to sustain a calibrated system for monitoring educator effectiveness in alignment with the expectations of Colorado law.

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. Administer the district mentor program and ensure that newly hired educators and special services professionals (SSPs) receive professional support during their induction period. Coordinate, assign, and facilitate the professional relationships between the experienced mentor/guide and protégé. Coordinate peer support partnerships to address unique educator and SSP needs.
2. Coordinate and implement a district administrator mentoring and induction program to ensure that newly hired administrators receive professional support during their induction period.
3. Coordinate protégé-mentor/guide matches in cooperation with building administrators and district departments.
4. Coordinate and provide instructional support, including but not limited to regular observations of and conferencing with newly hired educator/SSP, addressing issues such as classroom management and communicating effectively with parents, recognizing, and addressing multiple learning styles and individual student needs. Provide support for the emotional, professional, and physical well-being of newly hired educators/SSPs.
5. Coordinate and provide mentors/guides training in the skills of effective mentoring and strategies for supporting newly hired educators and SSPs.
6. Ensure newly hired educators, SSPs, and administrators have a strong start to the year by helping new hires launch into a productive year through the identification, assignment, understanding, and implementation of induction pathways, including designated support and resources.
7. Update and maintain mentor, protégés, and principal web pages including Induction Program Guide, mentor and protégé resources, and documentation of successful completion of program requirements.

Description of Job Tasks
8. Construct and monitor allocation of induction budget.
9. Collect and analyze induction process surveys and retention data around year 0 to 5 educators, SSPs, and administrators for ongoing program success.
10. Monitor, evaluate and adjust induction program to ensure compliance with Colorado Department of Education and Colorado State Statues.
11. In collaboration with the Director of Research and Evaluation, create goals and metrics in order to measure the effectiveness of the District's licensed and principal professional growth systems, strategy, processes, and programs.
12. Assist principals with the design and implementation of individual growth plans.
13. Collaborate with Human Resources, Professional Learning Services, Integrated Services, Student Support Services, and building administrators to develop ongoing leadership opportunities for educators.
14. Use data systems to determine required programming related to licensure and induction pathway.
15. Attend work and arrive in a timely manner.
16. Perform other duties as assigned.

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:

- Valid Colorado teacher license. Colorado principal license preferred.
- Criminal background check required for hire
- Valid Colorado driver's license

KNOWLEDGE, SKILLS & ABILITIES:

- Must possess high level of competency in all components of a teacher's job and knowledge of the jobs of other educators, SSPs, and administrators.
- Knowledge of Colorado Teacher, SSP, and Principal Quality Standards; PSD policies and procedures; budget management; and performance appraisal.
- High-level skills required in interpersonal, oral, and written communication, public speaking, facilitation of groups, curriculum, and standards-based education.
- Ability to work supportively with other teachers, SSPs, staff, and administrators to provide an effective learning environment.
- 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.

PERSONAL CHARACTERISTICS:

The Coordinator should demonstrate competence in the following:

- *Adaptability*: Demonstrate a willingness to be flexible, versatile and/or tolerant in a changing work environment while maintaining effectiveness and efficiency.
- *Behave Ethically:* Understand ethical behavior and business practices and ensure that own behavior and the behavior of others is consistent with these standards and aligns with the values of the District.
- *Build Relationships:* Establish and maintain positive working relationships with others, both internally and externally, to achieve the goals of the District.
- *Creativity/Innovation:* Develop new and unique ways to improve operations and to create new opportunities.
- *Focus on Client Needs:* Anticipate, understand, and respond to the needs of internal and external clients to meet or exceed their expectations within the District's parameters.
- *Foster Teamwork:* Work cooperatively and effectively with others to set goals, resolve problems, and make decisions that enhance organizational effectiveness.
- *Lead:* Positively influence others to achieve results that are in the best interest of the District.
- *Make Decisions:* Assess situations to determine the importance, urgency, and risks, and make clear decisions which are timely and in the best interests of the District.
- *Organize:* Set priorities, develop a work schedule, monitor progress towards goals, and track details, data, information, and activities.
- *Solve Problems:* Assess problem situations to identify causes, gather and process relevant information, generate possible solutions, and make recommendations and/or resolve the problem.
- *Think Strategically:* Assess options and actions based on trends and conditions in the environment, and the vision and values of the District.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Office products and other software packages.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Director of Professional Learning and Educator Effectiveness	
Direct reports:	This job has no direct supervisory responsibilities	

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 feed		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X

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

VISION DEMANDS:	Required
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

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