Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Become a Teacher Program Coordinator**	FLSA Status:	**Exempt**
Job Family:	**Professional**	Pay Range:	**A/P Schedule, Grade Q**
Prepared/Revised Date:	**September 6, 2026**	Job Code:	**34709**

SUMMARY: The Become a Teacher (BaT) Program is part of Poudre School District's comprehensive staff education and career advancement efforts to recruit, prepare, and retain licensed teachers in high-need areas. With funding from the Colorado Department of Education's Quality Teacher Recruitment Program (QTRP), PSD is expanding the program during the 2026–27 school year through the addition of a Program Coordinator.

The Program Coordinator is responsible for implementing, strengthening, and overseeing the Become a Teacher Program, including candidate recruitment, selection and onboarding, licensure progress, university and field-experience partnerships, cohort mentoring, and program activities. The position supports participants throughout their educator preparation pathway, promoting successful licensure completion, employee retention, and continued career growth within PSD. The coordinator will also develop sustainable program structures, resources, and partnerships to support the program's continued growth beyond the grant period. This is a time-limited, grant-funded position.

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. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Coordinate and oversee the day-to-day implementation of the Become a Teacher Program, including program timelines, participant communication, logistics, documentation, and other activities necessary for successful program implementation. Serve as the primary point of contact for prospective, current, and former program participants and as a liaison among participants, university partners, and District staff.
2. Develop, implement, and coordinate a comprehensive application and selection process for the Become a Teacher Program. Establish application requirements, materials, selection criteria, timelines, and procedures; develop targeted and inclusive recruitment strategies to reach qualified employees from diverse backgrounds and high-need areas; coordinate informational sessions, application review, interviews, selection, and onboarding; and communicate program requirements and expectations to prospective and selected participants.

3. Provide ongoing individualized support to Become a Teacher participants throughout their educator preparation and licensure pathways. Conduct regular check-ins and school-based, non-evaluative observations to monitor participant progress, identify barriers and areas for growth, and connect participants with appropriate academic, professional, and District resources. Provide coaching and guidance and collaborate with supervisors, school leaders, mentors, and other District staff as needed to support participant success and retention.
4. Develop, coordinate, and facilitate monthly cohort meetings and professional learning opportunities. Manage all meeting logistics, including scheduling, location, materials, meals, communications, and guest speakers. Develop and coordinate high-quality professional learning based on program goals and participant needs, including topics such as instructional practices, classroom management, culturally responsive teaching, inclusive practices, and other relevant areas.
5. Coordinate mentoring, university partnerships, and field-experience supports for Become a Teacher Program participants. Recruit and match mentors; refine mentor expectations, resources, and training; and maintain regular communication with mentors. Collaborate with university and educator preparation partners to coordinate admissions, advising, financial aid, coursework, field experiences, licensure requirements, and participant academic progress. Maintain appropriate documentation of participant progress toward program and licensure requirements.
6. Collect, maintain, and analyze program data to evaluate program effectiveness and support continuous improvement. Track program outcomes related to recruitment, participation, retention, mentoring, professional learning, and participant feedback. Develop and administer participant and mentor surveys, identify trends and areas for improvement, and use findings to recommend program improvements. Monitor grant benchmarks and requirements; assist with required grant data collection, evaluation, and reporting; and support future grant applications and other funding opportunities related to the program.
7. Coordinate program-related financial and administrative processes, including participant tuition assistance, mentor stipends, program purchasing, and other program expenditures. Maintain required documentation, collaborate with appropriate District departments to support accurate and timely processing, and coordinate invoicing and repayment processes for participants who do not complete program requirements or otherwise become responsible for repayment under program agreements.
8. Monitor and document participant progress toward program, academic, field-experience, and licensure requirements. Maintain accurate participant records and coordinate with participants and university partners to track coursework, academic standing, field experiences, licensure requirements, and other program milestones.
9. Support the continued development, expansion, and sustainability of the Become a Teacher Program. Develop program structures, procedures, resources, partnerships, and documentation to support long-term program success. Collaborate with District departments, school leaders and supervisors, mentors, university and educator preparation partners, and other external organizations to address program and participant needs, strengthen existing pathways, identify opportunities for new high-need licensure pathways, and expand PSD's educator pipeline.
10. Attend work and arrive in a timely manner.
11. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree in education or a related field (degree or professional experience in special education strongly preferred)
- Minimum of five years of experience as a licensed educator in a public K-12 educational setting
- Experience supporting, mentoring, coaching or developing educators
- Experience working with educator preparation programs, alternative licensure pathways, teacher licensure, or educator recruitment and development
- Experience developing or coordinating programs, professional learning, or cohort-based learning experiences preferred
- Demonstrated knowledge of Colorado educator licensure requirements and pathways
- Equivalent combination of experience and education acceptable

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid US driver's license
- Valid Colorado Professional Teacher License required (K-12 Special Education Generalist endorsement preferred)
- Valid Colorado Principal or Administrator License preferred

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem-solving skills
- 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 diffuse and manage volatile and stressful situations
- Ability to build and maintain effective partnerships with District staff, school leaders, higher education institutions, and other external partners
- Ability to collect, analyze, interpret, and report program data to support program evaluation and continuous improvement
- Ability to facilitate meetings, professional learning, and presentations for adult learners and diverse stakeholder groups
- Excellent project organization and management skills
- Ability to be a part of and work with a team
- Knowledge of Poudre School District policies and procedures
- 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, District policies, administrative guidelines 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

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals as well as standard office equipment
- Operating knowledge of and experience with Microsoft Office and/or other department software packages

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Senior Director, Talent Acquisition & Retention	
Direct reports:	This job has no direct supervisory responsibilities.	

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

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
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.	X
Close vision (clear vision at 20 inches or less)	
Distance vision (clear vision at 20 feet or more)	
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	

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