

Program Coordinator II – Multi-Tiered System of Support

Purpose Statement

The job of Program Coordinator II is done for the purpose/s of implementing and maintaining services, professional learning and/or programs to support Multi-tiered System of Support (MTSS) efforts; providing information to others; and implementing and maintaining services within established guidelines and standards.

This job is distinguished from similar jobs by the following characteristics: Certificated.

This job reports to Director, Teaching & Learning

Essential Functions

Coordinates with district and building administrators, a variety of committees and external agencies (e.g. Educational Services and Student Services administrators, instructional coaches, counselors, principals, teachers, regional and state Communities of Practice related to MTSS) to build collaborative networks and professional learning communities for the purposes of 1) serving as a liaison and resource and 2) implementing and maintaining services, professional learning and/or programs to support Multi-tiered System of Support initiatives (e.g. Positive Behavioral Supports & Interventions (PBIS) at all levels of interventions, Universal Design for Learning (UDL), and other academic, behavioral and Social Emotional Learning (SEL) systems and supports),

Designs services (e.g. data management, fiscal responsibility, forecasting, etc.) for the purpose of implementing program activities that address identified needs.

Develops and implements professional development programs (e.g. course outcomes, presentation materials, evaluations, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, department, and YCOE objectives.

Facilitates and/or participates in a variety of meetings, workshops, trainings, and seminars (e.g., meetings with grant partners to develop and implement programs, meetings with district and site administrators, etc.) for the purpose of conveying and/or gathering information required to perform functions.

Maintains a variety of manual and electronic files and/or records (e.g., collection and analysis of data related to the annual report and external evaluation of the applicable program, etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.

Prepares a wide variety of written materials (e.g., grants and grant proposals, assessments, reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Processes documents and materials (e.g., registration forms, participation lists and survey results, grant leads for potential of future grants, etc.) for the purpose of disseminating information to appropriate parties.

Researches a variety of information (e.g., courses, materials, training consultants, etc.) for the purpose of developing new programs that meet staff training needs.

Responds to inquiries for the purpose of resolving problems, providing information and/or referring to appropriate personnel.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; performing standard bookkeeping; facilitating meetings and trainings; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: understanding of MTSS as a framework to support academic, behavioral and social-emotional learning for all students; education codes and regulations related to MTSS; instructional practices; bookkeeping principles, concepts of grammar and punctuation; office application software including relational databases; and conflict resolution.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: networking and facilitating internal and external groups; communicating with diverse groups and individuals; meeting deadlines and schedules; working as part of a team; leading, delegating and organizing tasks; managing multiple projects, adapting to changing work priorities, building collaborative relationships; and working with frequent interruptions.

Responsibility

Responsibilities include working independently under broad organizational policies to achieve organizational objectives; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 70% sitting, 15% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Bachelor's degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

Teaching or Pupil Personnel Services Credential
Driver's License & Evidence of Insurability

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance

FLSA Status

Exempt

Approval Date

1/27/2022

Salary Grade

114