



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Coordinator K-12 Disciplinary Literacy and Targeted Intervention**

Job Family: **Professional**

Prepared/Revised Date: **February 6, 2026**

FLSA Status: **Exempt**

Pay Range: **A/P Schedule, Grade Q**

Job Code: **33612**

Days: **218**

SUMMARY: Responsible for providing strategic leadership for Targeted (Tier2) Literacy Instruction and district-wide support for students displaying indicators of dyslexia or other reading needs. Ensure that evidence-based interventions, specifically those targeting phonological processing, decoding, and automaticity, are seamlessly integrated into the elementary and adolescent literacy frameworks. Provide the expertise necessary to support students who are not yet reading at grade level and ensure the district meets the needs of learners with persistent literacy challenges.

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. Oversee the selection and implementation of evidence-based interventions designed to address indicators of dyslexia and other reading needs, including structured literacy approaches that target gaps in decoding, fluency, and phonological awareness.
2. Stay current on national and state literacy trends, research, and best practices to ensure the district's curricular resources for reading interventions remain rigorous, relevant, and research based.
3. Coordinate the administration of literacy screening and diagnostic assessments to identify students at risk for dyslexia. Provide guidance to school teams on interpreting results and identifying the need for Tier 2 support.
4. Monitor and assess intervention protocols, ensuring that "Structured Literacy" or multisensory strategies are implemented with integrity to support students with decoding.
5. Design and facilitate professional learning focused on instructional strategies aligned with the Science of Reading that supports developing readers.
6. Develop a group of school-based reading intervention leaders to build capacity around the integration of research-based reading strategies across the content areas.
7. Coach and mentor secondary literacy interventionists to refine small-group delivery and enhance the use of progress-monitoring tools specific to students who display the indicators of dyslexia and other related reading challenges.
8. Analyze student performance data to identify trends in achievement gaps or students with the indicators of dyslexia and other reading challenges to recommend instructional adjustments or more intensive support pathways.



9. Support the use of literacy dashboards to track the effectiveness of intervention programs and monitor student movement between tiers of support based on diagnostic indicators.
10. Foster collaboration among literacy interventionists to ensure coherence in targeted instruction approaches across schools and vertical alignment of targeted instruction approaches from elementary to middle and middle to high school.
11. Serve as a resource for families and school leaders regarding the district's reading support framework, ensuring clear communication regarding student progress and intervention pathways.
12. Partner with other content area coordinators to ensure that specialized interventions provide a bridge to core curriculum and align with the district's universal literacy goals.
13. Serve as the primary point of contact for Targeted (Tier 2) Intervention within the district, working closely with school leaders, teacher leaders, and instructional staff.
14. Participate in district-wide committees and workgroups to ensure that curriculum decisions support the overall educational mission and strategic plan of Poudre School District.
15. Foster a culture of innovation in teaching and learning, encouraging the integration of technology, inquiry, and other innovative instructional strategies into the curriculum.
16. Demonstrate a commitment to:
 - a. Equitable, inclusive, and culturally responsive practices for all students and staff.
 - b. Partner with families in the student's education.
 - c. Follow all district policies, procedures, and expectations.
 - d. Personal and professional excellence.
17. Participate in:
 - a. Department, team, and district meetings and discussions.
 - b. Professional growth opportunities.
18. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree in a related field required
- Master's degree in a related field preferred
- Experience instructing students in a classroom setting required
- Instructional coaching experience preferred
- Leadership at school or district level preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid US driver's license
- Valid Colorado teaching or special service provider license with appropriate endorsement preferred
- Colorado Principal or Administrator's License preferred



TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment
- Ability to communicate with students, parents/guardians, staff, and community members
- Ability to be a part of and work with a team
- 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, 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
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge of and experience with standard educational/instructional technology equipment and programs
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Director of Curriculum & Instruction	
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



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