



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Coordinator Social Studies & Financial Literacy**

Job Family: **Professional**

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

FLSA Status: **Exempt**

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

Job Code: **33617**

Days: **218**

SUMMARY: Responsible for the development, implementation, and continuous improvement of the K-12 Social Studies and Financial Literacy curriculum and instruction. Work closely with administrators, teachers, and other educational professional to ensure alignment with district goals and state standards, while fostering a culture of academic excellence through effective professional learnings, inquiry-based instruction, and the promotion of civic and economic readiness.

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. Lead implementation of high-quality social studies and financial literacy curriculum with a focus on the C3 Framework (College, Career, and Civic Life). Stay current on national and state trends in history, geography, civics, personal finance, and economics to ensure the district's curriculum remains rigorous and research based.
2. Ensure vertical alignment of social studies and financial literacy from kindergarten through grade 12, focusing on consistency and coherence across grade levels and schools and on a cohesive progression of historical thinking and economic decision-making skills. Work with department leads, teachers, and administrators to implement best practices of instruction.
3. Monitor and assess the integrity of curriculum implementation, providing ongoing support and guidance to buildings as needed. Oversee the integration of state-mandated personal financial literacy (PFL) standards.
4. Design and facilitate high-quality professional learning focused on literacy in social studies, civil discourse, financial education, and the integration of adopted digital and physical resources.
5. Develop a group of school-based social studies content leaders and financial literacy content leaders to build capacity around the integration of adopted curriculum and digital resources in their respective learning communities.
6. Coach and mentor teacher leaders to improve instructional practices, specifically focusing on evidence-based writing and economic modeling.
7. Foster collaboration among teacher leaders to ensure coherence in curriculum implementation across schools and vertical alignment from elementary to middle and middle to high school.



8. Collaborate with teacher leaders and administrators to develop and implement formative and summative assessment practices that align with the district adopted curriculum and state graduation requirements for personal finance.
9. Analyze student performance data to identify trends, address achievement gaps, and recommend instructional adjustments.
10. Serve as the primary point of contact for K-12 social studies and financial literacy within the district, working closely with school leaders, teacher leaders, and instructional staff.
11. Participate in district-wide committees and workgroups to ensure that curriculum decisions support the overall educational mission and strategic plan of Poudre School District.
12. Foster a culture of innovation in teaching and learning, encouraging the integration of service learning, entrepreneurship, and local economic community partnerships into the curriculum.
13. 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.
14. Participate in:
 - a. Department, team, and district meetings and discussions.
 - b. Professional growth opportunities.
15. 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 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	