



# *Oroville School District*

816 Juniper Street Oroville, WA 98844

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Phone: (509)476.2281 Fax: (509)476.2190

## **K-12 Tiered Learning Enrichment Coordinator/Instructor**

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**Reports To: Building Principals**

**Salary Schedule: Certificated Salary Schedule**

**Building: Elementary & Secondary Schools**

**Hours/Days: 7.25/180+; Modified School Day; Modified School Calendar extending throughout summer**

**Certification: WA Teaching K-8 Certificate; or STEM Certification**

### **DESCRIPTION**

This position embodies the overall responsibility to support the district's tiered model, which encompasses on-going development of a systematic process for identifying and addressing the unique needs of all students, including intensive, strategic, benchmark and advanced students. The Oroville School District believes that all students will reach their potential and will be afforded opportunities for growth and advancement. By this belief, interventions are provided to students of all achievement levels. The successful candidate will be expected to assist in developing a clinical approach for identifying and intervening for individual student needs, and will be responsible for developing, delivering, coordinating and overseeing K-12 enrichment for all students. The candidate for this program will have the responsibility to expose K-12 students to age-appropriate experiences that intentionally and measurably develop students' self-determination, self-efficacy, and self-advocacy, grit and overall soft skills. A successful candidate will have the responsibility to build experiences for students to develop the 'whole-child', and most importantly, to provide a program that intentionally and measurably develops self-actualized learners. This position will have the responsibility to coordinate and oversee a procedural system that ensures for students, rites of passage, tiered learning experiences, an understanding of cause and effect and for assuming responsibility for choices they make, socially, emotionally and academically. The learning model is expected to be 'expeditionary learning' and 'big picture learning'-like.

### **IMPORTANT SKILLS, ABILITIES AND CHARACTERISTICS**

- Possesses a core belief that all students can learn

- Possesses the core belief that students learn or do not learn because of what we do as educators
- Possesses the ability to think systemically, and globally
- Possesses the ability to project manage and can think logistically
- Genuinely reflective
- Creative
- Supportive, committed and loyal to the District mission and vision
- Excellent communication skills with youth and adults
- Deep reservoir of patience
- Keeps calm and clear-headed under pressure
- Understands emotional needs and limits of self and at-risk youth
- Knows and practices stress and anger reduction techniques
- Knows and understands group and individual problem-solving techniques
- Understands elements of group dynamics
- Understands cultural and poverty issues with regards to individuals and families
- True sense of caring for the success and needs of youth
- Sense of humor and positive
- Solution-minded
- Punctual
- Can balance professional and personal demands
- Possesses organization, time management and calendaring skills
- Possesses positive interpersonal skills necessary to work with students, parents, staff and community in a positive, effective manner to promote student and program success

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Implement a variety of instructional strategies to engage student learning through innovative learning experiences; these experiences will be standard/competency-based, with a performance-based learning feature. The setting will be ‘expeditionary/big picture’-like
- Implement, coordinate and instruct with a confident command and comprehension of grade level standards
- Implement, coordinate and instruct a scaffolding of standards to meet the needs of students through differentiation and throughout the K-12 system

- **Work collaboratively with colleagues in the K-12 Professional Learning Community (PLC)s, and coordinate and implement procedures and this program's enrichment tiers into PLC units of study**
- **Direct, supervise and train support staff to deliver an intervention program for all students Use multiple data points i.e. MAPS, SBA, WAKids and Classroom Based Assessments to modify instruction and improve student learning experiences and to systematize the enrichment tier program**
- **Use data to set student growth goals and monitor student progress toward goals**
- **Collaborate with teachers and district personnel to create instructional plans for groups and individual students**
- **Progress Monitor and case manage Tier III (Intensive and Advanced), some Tier II, students and their Student Learning Plans (6.3 trackers), and HS&BPs and Career Launch Program of Study**
- **Develop formative and summative assessments for clinically determining deficit skills to develop intervention strategies to meet Tier III (Intensive and Advanced) student needs**
- **Build effective relationships with parents and students through regular communication**
- **Create a safe and positive learning environment using strong management skills**
- **Work with students and families with a variety of backgrounds and abilities including transitional bilingual and students with special needs**
- **Maintain accurate inventories, records, data and reports as required by the district and state**
- **Exercise and model ethical behavior and confidentiality of information about students in school environments and the community**
- **Provide a nurturing, supportive and positive learning environment**
- **Commitment to high expectations and growth for all students**

#### **OTHER IMPORTANT SKILLS AND ABILITIES**

- **Experience with or trained in the use of GLAD strategies preferred**
- **Experience with or trained in the MTSS/RTI/Tiered Learning Model preferred**

- Expeditionary Learning, STEM endorsement preferred
- Demonstrates excellent oral and written communication skills with youth and adults
- Keeps calm and clear-headed under pressure
- Understands emotional needs and limits of self and at-risk youth
- Understands cultural and poverty issues with regards to individuals and families.
- Possesses a sense of humor and is positive with students, parents, and staff

**QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed 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.

- Valid Washington State K-8 Teaching Certificate; and or STEM Certification
- Extensive experience/certifications in/with Performance Based Learning (PBL), Understanding by Design (UbD), Expeditionary Learning, and or Big Picture Learning

**JOB REQUIREMENTS UPON HIRING**

- Fingerprinting and background check on every employee
- Washington State Patrol and FBI Clearance
- Washington State Sexual Misconduct Disclosure Release

**ACKNOWLEDGMENT**

I have read and understand this Job Description and I am physically able or with reasonable accommodation, will perform these duties to the best of my knowledge and ability.

Reasonable Accommodations Needed:

**EMPLOYEE**

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

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**Employee's Printed Name**

