

SACRAMENTO COUNTY OFFICE OF EDUCATION
CLASSIFICATION TITLE: Director I, Social Emotional Learning

DEFINITION

Provides leadership, coordination, and support in the development, implementation, and expansion of Social and Emotional Learning (SEL) programs, services, and initiatives for Sacramento County Office of Education (SCOE) and for schools and districts at the local, regional, and state level; performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate administrator

SUPERVISION OVER

Professional, technical, and clerical personnel as assigned.

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Leads and coordinates local, county, and statewide efforts that focus on building capacity for social emotional competency and crisis response in school districts; organizes, develops agendas and activities, and facilitates local, county, and statewide Community of Practice meetings in collaboration with school, district, and community partners; works with evaluation and research partners to support continuous improvement efforts; oversees contracted providers, reviews and evaluates their plans and reporting documents, and provides feedback regarding opportunities for continuous improvement; organizes programs and a system of resource alignment to assist districts in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services including but not limited to Social Emotional Learning (SEL), Positive Behavior and Intervention Systems, Restorative Justice, Trauma Informed Practices, intervention, prevention, and student support services; as part of a team, designs, coordinates, delivers and evaluates the effectiveness of research-based professional learning and technical assistance guidance, and support to educators, administrators, and other members of school and district educational support teams in the development, implementation, and expansion of SEL programs, services, and initiatives that ensure students receive a personalized, culturally relevant, and responsive asset-based educational experience that integrates social-emotional learning and intentionally addresses racism and areas of implicit bias; provides leadership, technical assistance, guidance, and best practices to school and district SEL Teams to create, adapt, and implement SEL systems and wellness supports, including but not limited to Multi-Tiered Systems of Support (MTSS), Positive Behavioral Intervention Supports (PBIS), restorative justice, systems of equity, access, and diversity, pupil engagement and attendance, positive school climate, trauma and healing informed practices, response to youth suicide and self-harm, and system-wide crisis intervention and general education mental health integration; supports districts with the development of SEL action plans and supports for students with special needs, multilingual learners, LGBTQ+ youth, foster youth, homeless students, and other priority student populations; provides technical assistance and support to educators, schools, and districts in assessing SEL programs and the development of an assets-based multi-year systemic SEL plan that includes short term and long-term goals, benchmarks, support, assessments, and monitoring for accountability and efficiency; provides ongoing customized support to SCOE programs and local districts in the areas of SEL, mental health, and wellness; leads and supports schools and districts to maximize resources of the school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships to develop a comprehensive system of transformational programs to advance SEL, Equity, and student well-being; collaborates with SCOE departments to intentionally integrate SEL into SCOE programs and services provided to districts, schools, and community partners; selects, trains, supervises, and evaluates the work of assigned staff; administers and monitors compliance and budgets of programs and grants; collects data and prepares a variety of reports, including data entry and retrieval related to grant deliverables.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California Administrative Services Credential and possession of a master's degree in education, administration, counseling, social work, educational psychology, or a related field; experience in developing school culture and climate, and developing social emotional skills; desirable experience includes school-site administration, consultation in policy implementation and best practices for mental health services delivery in schools, leading successful district, county, and/or school improvement efforts, developing and facilitating professional learning and coaching for systemic implementation of Inclusive Social-Emotional Learning, project management, budget development and grant management .

Knowledge of:

California's SEL Guiding Principles; SEL research, evaluation, strategies, theories, techniques, and methods of instruction; California State Standards and Frameworks; SEL Competencies and restorative justice practices; current CDE and state student mental health policies and mandates; Multi-Tiered System of Support framework; trauma and healing-informed practices; community and state mental health and wellness resources; behavioral change theories and practices including Positive Behavioral Intervention and Supports; Mental, Emotional Social Health resources; effective crisis intervention practices and strategies; behavioral and education based mental health needs of students; state and federal laws related to areas of responsibility, including special education laws, regulations, programs and the IEP process; principles of educational equity, access, and inclusion; culturally and linguistically responsive/relevant teaching; the needs of diverse students, including students with special needs, multilingual learners, and other priority student populations; key elements and assessment methods of positive School Climate; Current evidence-based and promising practices in school-based student mental health and the development of trauma-responsive school and classroom environments; theory, principles, and current best practices in the area of child and youth development; effective staff development methods; principles of adult learning theory and practices; teaching and assessment best practices; principles and practices of effective project management, including day-to-day operations and long-term project development; methods of effective supervision including personnel selection, training, observation, assessment and evaluation; standard software applications, including videoconferencing platforms.

Skill and Ability to:

Facilitate a community of practice; collaborate on the design and delivery of professional learning around Transformative SEL; identify and utilize resources and strategies to support quality SEL instruction; convene planning teams, conduct meetings, and facilitate effective partnerships; establish and maintain effective communication and working relationships with individuals and groups; demonstrate interpersonal skills necessary to work collaboratively in a team; demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socioeconomic group, sexual orientation, and other identifiers; conduct effective meetings and conferences; communicate concepts and information accurately orally and in writing; prepare written correspondences and statistical reports with proper grammar usage; collaborate effectively with partners and stakeholders; work independently and demonstrate initiative; coordinate activities, organize work, develop measurable goals and objectives and evaluate progress toward achievement; set priorities and timelines; make decisions on a variety of program, technical, and clinical matters; interpret and apply rules, regulations, and standards; plan, organize, administer, and document program activities; select, train, supervise and evaluate staff; operate a computer and utilize standard software applications.

Other Characteristics

Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments; willingness to travel as needed.