

# **Sacramento County Office of Education Job Description**

## **Classification Title: Coordinator, Learner Supports and Programs**

### **DEFINITION**

Under general direction creates, develops, implements, assists, and supports coherent leadership within district systems and provides school leadership coaching; coordinates and provides school improvement services; and responds to the changing needs of the districts served by Sacramento County Office of Education (SCOE).

### **DIRECTLY RESPONSIBLE TO**

Appropriate Administrator

### **SUPERVISION OVER**

Professional, clerical, and technical 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 that may be found in positions within this classification.)

Collects and analyzes data from a variety of sources (e.g. programmatic, contextual, academic, local, district, etc.) for the purpose of understanding how systems operate and monitors system components in support of school and district improvement and reporting for school, district, and county purposes; facilitates analysis of school and district data with school and district staff, that addresses beliefs and practices to determine the degree to which all students are provided equitable access in successfully preparing for college and career; emphasizes the needs of students with disabilities, English learners, foster youth, and homeless students; provides professional learning opportunities for school and district staff; builds collective efficacy of staff in order to increase the overall student achievement, particularly for students with disabilities, English learners, foster youth, and homeless students.

Collaborates with Directors within and across SCOE and serves as a member of SCOE's Continuous Improvement Team by providing coaching and countywide leadership to district and schools in support of school and district improvement; communicates with senior district leadership, school level administrators, and outside organizations to develop and coordinate activities, resolve complex problems, exchange information, provide follow-up supports, and develop policies and procedures to encourage effective and efficient systems leadership; serves as a liaison and resource to districts and schools and supports the implementation of plans such as Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA), etc.; identifies the needs and/or develops and provides customized services or technical assistance for school districts.

Develops and sustains robust partnerships with schools, districts, community colleges, and universities to ensure the alignment and coherence of TK-12 students learning experiences; interprets and explains district, state, and federal regulations and advises administrators on the responsibilities of managing a school site and serving as the instructional leader; acts as a representative for the County Office and serves on local, state, regional, and district committees, work groups, and advisory boards; supports the implementation of school and district plans to improve academic achievement; leads and ensures the work of the assigned committees and work groups are consistent with SCOE goals, objectives, and strategic plan.

## **MINIMUM QUALIFICATIONS**

### **Education, Training, and Experience**

Possession of a valid California Administrative Services Credential; at least four years of increasingly responsible administrative experience in an educational setting, including Principal experience; experience in the development, administration, and monitoring of curriculum and instructional programs; progressively responsible experience providing coaching for teachers and administrators; implementation and/or monitoring of district and school/project or site plans, working with state and/or federal categorical programs, and facilitation of meetings and community groups; Master's degree in related field.

### **Knowledge of:**

Research-based strategies for effective instructional leadership; coherent systems reflected in high achieving districts and schools that support improvement; coaching strategies; processes that support adult learning theory; successful programs and strategies for English learners and students with disabilities; effective family and community engagement strategies; impact data collection and analysis; college and career counseling; CA state standards; standards for educational leaders/administrators (CAPEs & CPSELs).

### **Skills and Ability to:**

Analyze situations to define issues and draw conclusions; speak persuasively with effective interpersonal skills necessary to work collaboratively with individuals and groups from diverse backgrounds; perform multiple technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions; operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; develop effective working relationships; prepare and maintain accurate records; administer personnel policies and procedures and program evaluation and assessment techniques; schedule, coordinate, and plan a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data and use job-related equipment; flexibility; work independently with others in a wide variety of circumstances; analyze data utilizing defined but different processes; operate equipment using standardized methods; use independent problem solving techniques to analyze issues and create action plans.

### **Other characteristics:**

Possess a valid California driver's license; provide own transportation and willingness to travel and work extended hours as needed.

7/2019