

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

DEFINITION

Provides 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 and regional level; supports statewide work of the department; 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.)

Coordinates and delivers direct support to local and regional educational agencies with a focus on building capacity for social emotional competency and crisis response in school districts; organizes, develops agendas and activities, and facilitates Community of Practice meetings at the county level in collaboration with local districts and community partners; identifies contracted providers, reviews and evaluates their plans and reporting documents, and provides feedback regarding opportunities for improvement; organizes programs and a system of resource alignment to assist districts in providing responsive intervention, prevention, and student support which integrates special and general education services, including Social Emotional Learning (SEL), Positive Behavior and Intervention Systems, Restorative Justice, and Trauma Informed Practices; partners with districts and individual schools to provide guidance in the design process, including intentional planning, implementation, and continued improvement 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 technical assistance, guidance, and best practices to school and district SEL teams to create, adapt, and implement SEL systems and wellness supports, including 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; identifies and provides resources and technical assistance to educators, schools, and districts in the development and assessment 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 ongoing customized support to SCOE programs and local districts in the areas of SEL, mental health, and wellness; supports SCOE programs, schools and districts in maximizing 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; coordinates efforts 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; 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 or Pupil Personnel Services Credential and experience developing school culture and climate, implementing SEL programs and services, and providing direct

support to students in developing social emotional skills; master's degree in education, administration, counseling, social work, psychology, or a related field desired; desirable experience includes, implementation of best practices for mental health services delivery in schools, participation in successful district, county, and/or school improvement efforts, and facilitating professional learning and coaching for systemic implementation of Inclusive Social-Emotional Learning.

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 technical, and clinical matters; interpret and apply rules, regulations, and standards; plan, organize, 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.

12/2021