

Sacramento County Office of Education Job Description
Classification Title: Coordinator, Preschool Through Third Grade Inclusion

DEFINITION

Under general supervision, coordinates activities and technical assistance that promote and advance the implementation of inclusive educational practices across the county and in statewide collaborative efforts for early learning programs through early grades, with a concentration on young children identified with, or at risk for, disabilities and other diversities. Supports Local Educational Agencies (LEAs), early learning and care providers, and family and community organizations in the development of inclusive and integrated systems, policies, and practices that foster social-emotional well-being and academic success of all children. Performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

Professional, clerical, and technical personnel as assigned

DUTIES AND RESPONSIBILITIES

(This position may not include all of the listed duties, nor do all of the listed examples include all tasks that may be found in this classification.)

Program Coordination

Coordinates the development, implementation, and administration of grants, projects, and special initiatives related to inclusive practices, policies, and structures that facilitate all children belonging and achieving in early learning through early grade programs; coordinates and provides consultation in the identification, development, and delivery of resources and activities that promote equity and inclusion for children with disabilities within early learning programs (birth through 5), including family care, community-based programs, and school program settings, through the early grades (Transitional Kindergarten - 3rd) in local educational agencies; collaborates across departments to align SCOE inclusion efforts, including support and development of resources and the delivery of professional learning and technical assistance; develops, presents, and coordinates professional learning opportunities for educators and administrators regarding best practices for the inclusion of children in a variety of early learning settings; provides learning opportunities for families and educators regarding the articulation and transition into school settings at various ages, including PreKindergarten (PK), Transitional Kindergarten (TK), Kindergarten (K), and early grades..

Program Support and Development

Plans, develops, implements, monitors, and supports programs, projects and technical assistance using a tiered, integrated systems model to promote and enhance the inclusivity and belonging for young students with disabilities and other diversities; promotes and provides technical assistance in evidence-based practices, including inclusive education, the Science of Learning and Development, social emotional learning (SEL), Positive Behavior and Intervention Systems (PBIS), restorative justice, trauma-informed practices, and coordinated health services for young students; organizes information and events for educators and families promoting best practices in inclusive programming, culturally relevant and responsive prevention and intervention, and the benefits for children with and without disabilities; provides guidance and support to educators and administrators in the design and development of a comprehensive system of transformational and inclusive programs to meet young learners' and their families' needs; establishes effective communication and coordinates activities across program partners and collaborators to promote an integrated systems approach; participates in a variety of workgroups, meetings, trainings, seminars, and conferences as assigned; monitors adherence to contract and program

requirements, including budgets, completion of deliverables, and required reporting; selects, trains, and supervises assigned staff.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of valid California Multiple Subject, Education Specialist, or Pupil Personnel Services credential; four years of experience in a public education setting including at least two years of early learning experience (infant/toddler, preschool, or TK) required; master's degree and the following experience is preferred: serving a diverse population of students and families, implementing inclusive practices in early learning through early grade settings, coordinating and delivering professional learning and staff development activities, implementing family and community engagement activities, successful supervision in a school, early childhood, or related setting, and managing multiple grants or projects; administrative services credential desired.

Knowledge of:

Local, state, and national quality early learning initiatives supporting the birth through third grade continuum including California's Universal PK, Universal TK, and Preschool Through Third Grade Initiatives and investments; State preschool and prekindergarten foundations and frameworks; assessment systems for children, including the Desired Results Development Profile and the Early Childhood Environment Rating Scale; curriculum standards and frameworks, and multi-tiered system of support models; current research and evidence-based practices regarding developmentally-informed programs for young learners in a variety of educational and care settings; inclusive educational practices and systems that support the success of all children in the general education environment; mentoring practices and effective methods of developing and delivering curriculum and professional learning opportunities; current trends and best practices regarding educational equity, family and community engagement; methods to support and meet the needs of a diverse population of which includes learners with disabilities, multilingual learners, and other priority student populations; effective communication and collaboration methods and strategies; applicable laws, codes, regulations, policies and procedures related to assigned activities; principles and best practices related to educational data collection and data-driven decision making; principles and practices of effective project management, including day-to-day operations and long-term project development; budget preparation and control; principles of grant management and reporting.

Skill and Ability to:

Provide coordination and positive leadership; identify related resources and provide technical, specialized, consultative, advisory and planning services; support classroom, school and district efforts to implement high quality, universally designed instruction within an integrated system of supports model, with a focus on supporting the full range of children with disabilities in inclusive learning environments; plan, develop, and deliver professional learning and technical support to educators; develop measurable goals and objectives, set priorities, and evaluate progress toward achievement; prepare, monitor, and maintain budgets, and evaluate projects and programs; establish and maintain positive cooperative and effective working relationships and communicate accurately and effectively in both oral and written form with individuals and groups from diverse backgrounds; effectively transmit knowledge and skills to a variety of educational and community partners; present ideas and concepts clearly and concisely; collect, analyze, and interpret data to support continuous program improvement; comprehend and interpret laws, rules, and regulations, and policies pertaining to programs and services; maintain accurate records and prepare reports; develop and document processes and procedures; organize and prioritize work; exercise a high degree of judgment and utilize various strategies in working with a variety of people; model strong interpersonal skills using tact, patience, courtesy, and culturally appropriate supports; meet schedules and timelines; integrate the use of technology to enhance

job performance; select, train, supervise and evaluate staff; operate standard office equipment and use standard software applications, including video-conferencing platforms.

Other Characteristics

Possession of a valid California driver's license; willingness to travel locally using own transportation to conduct work assignments; and willingness to travel regionally and throughout the state as required.

5/2023