

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: COORDINATOR - EARLY LEARNING INCLUSIVE SUPPORTS

BASIC FUNCTION:

Under the direction of an assigned supervisor, Coordinator- Early Learning Inclusive Supports, is responsible for providing leadership, planning, and support for inclusive learning environments in early childhood education programs. The role involves developing and implementing programs that promote inclusion for children with special needs and disabilities from birth to age twelve (12). This includes supporting educators, administrators, and community partners through coaching, training, and technical assistance, aligning practices with evidence-based standards, state and federal mandates, and using data to drive continuous improvement.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provides leadership in the development and implementation of inclusive education practices within early childhood programs, school districts, and community agencies and assists in the organization, direction, and oversight of activities and operations related to the Inclusion Collaborative, including policy and procedure development;

Develops, plans, and delivers professional development opportunities on a range of topics related to inclusive practices in early childhood environments including the facilitation of on-site coaching, webinars, and other professional development formats based on evidence-based practices, including Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Common Core State Standards;

Coordinates and provides technical support and training on specific curriculum resources and legal mandates, including Individual Education Programs (IEPs) and alternative assessments for students with disabilities;

Develops and maintains partnerships with school districts, early childhood programs, and community agencies to promote inclusive practices;

Oversees the creation and implementation of action plans and goals for inclusion programs including collaborating with educators, administrators, and community partners to support the design and execution of inclusive educational practices;

Provides technical assistance to educators, administrators, and community partners on topics such as data collection, analysis, and reporting to support inclusive practices;

Utilizes technology, social media, and online platforms to enhance training, support, and communication regarding inclusive education which will also include developing evaluation plans to assess the effectiveness of professional development, coaching, and ongoing technical services;

Serves as a liaison between the Inclusion Collaborative and local, state, and national partners to support

inclusive education initiatives;

Communicates effectively with various stakeholders, including educators, administrators, parents, and community members, to coordinate activities, resolve issues, and promote understanding of inclusive practices;

Prepares and maintains records, reports, and documentation related to inclusive education programs and assists with grant applications and compliance with grant requirements, including data collection, reporting, and budget management.

Other Duties:

Performs related duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

Childcare program licensing requirements;

Evidence-based practices including State guidelines for early learners;

Teaching Pyramid Certified (recommended);

Inclusive Classroom Profile Certified (recommended) ;

Early childhood development and inclusive education practices;

Federal, state, and local laws, regulations, and policies related to inclusive education;

Adult learning principles and effective professional development strategies;

Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and other evidence-based practices;

Data collection, analysis, and continuous improvement processes;

Communication and collaboration techniques, including the use of digital tools and platforms.

ABILITY TO:

Provide on-going training and support to Inclusion programs within school districts and community agencies through observations, assessments and follow-up recommendations within the county;

Develop and implement Inclusion program goals, objectives, policies and procedures;

Facilitate, plan, develop, implement and maintain community partnerships with school districts, early childcare programs and community agencies to promote successful Inclusion environments and practices;

Lead and coordinate the development and implementation of inclusive education programs;

Provide technical support and professional development to a diverse range of educators and partners;

Develop and maintain effective partnerships with school districts, community agencies, and other stakeholders;

Communicate effectively both orally and in writing;

Manage multiple projects and meet deadlines;

Work independently and collaboratively in a dynamic environment;

Oversee and participate in the preparation and maintenance of records and reports.

LEADERSHIP TEAM COMPETENCIES:

Develops and fosters effective individuals and teams;

Operationalizes the organizational vision, mission, goals, shared values, and guiding principles;

Demonstrates emotional intelligence;

Models inclusive, effective, and authentic communication;
Applies knowledge of the intersectionality of race, equity, and inclusion;
Builds and sustains positive, trusting relationships;
Conducts Santa Clara County Office of Education operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

A master’s degree in education, Special Education, Early Childhood Education, or a closely related field and a minimum of five (5) years of experience in inclusive education or early childhood education settings, with at least three (3) years in a leadership or coordination role.

LICENSES AND OTHER REQUIREMENTS:

Valid California Child Development Director’s Permit or valid California Administrative Credential
Valid California driver's license

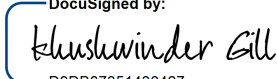
WORKING CONDITIONS:

ENVIRONMENT:

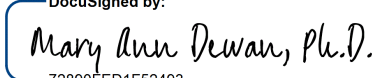
Office or classroom environment
Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations;
Dexterity of hands and fingers to operate a computer keyboard (e.g., take notes and write observation summaries)
Sitting or standing for extended periods of time
Reaching overhead and above shoulders to retrieve materials
Bending at the waist, kneeling or crouching to file and retrieve materials
Lifting, carrying, pushing and pulling moderately heavy objects as needed

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Approved: Khushwinder Gill, Ed.D. Date
 Assistant Superintendent-Personnel Services

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Authorized: Mary Ann Dewan, Ph.D. Date
 County Superintendent of Schools