

Coordinator, Special Education - Early Education

Purpose Statement

The job of Coordinator, Special Education – Early Education, is done for the purpose/s of facilitating and planning various early education (ages 0-5) inclusion countywide activities; coordinating assigned program components and related activities; and serving as a resource to districts, early education and care providers, and others.

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, as well as being accountable for their actions and their impact.

Essential Functions

- Assists in the development of county-wide policies and procedures related to the provision of special education and related services for the purpose of developing, implementing and maintaining inclusive services that conform to state and federal law including, but not limited to, public and private early learning and care settings, charter schools, private schools and special education.
- Assists district staff and others in the identification, selection, and use of instructional materials, curriculum and methodologies for the purpose of providing supporting materials for direct service delivery to students in inclusive settings.
- Collaborates with a variety of groups and/or individuals (e.g. member districts, public agencies, county staff, etc.) for the purpose of determining and developing needed materials or services for staff in-service trainings and direct services to students in inclusive settings.
- Convenes partner agencies for the purpose of gaining information and/or discussing needs and problems involving in the development of inclusive early care and education settings for Birth-5 year olds
- Coordinates staff development events for the purpose of connecting districts and early care and education agency staff to meaningful professional development related to inclusive practices.
- Creates and maintains a variety of manual and electronic files and/or records for the purpose of providing up-to-date reference and complying with grant requirements and established guidelines.
- Develops interactive training and support materials (e.g., Powerpoints, handouts, videos, web-based documents, needs assessments) for the purpose of providing a variety of presentation mediums for in-service trainings to individual or groups of teachers, early education and care providers, administrators, counselors and other school staff.
- Facilitates district and county committee meetings for the purpose of establishing and maintaining networks, completing special projects, coordinating efforts, and problem-solving system-wide challenges to inclusion in early learning and care settings.
- Co-develops, implements, monitors, and reports progress related to grants and contracts to include ensuring expenses are within budget limits and fiscal practices are followed.
- Collaborates with IHE's and SDCOE's Early Education- professional development specialists to plan and implement staff development of evidence-based strategies for the purpose of addressing instruction of individuals with exceptional needs in inclusive settings within the community and at school sites.

- Processes, and analyzes compliance and service data from a variety of sources for the purpose of reporting to the state and supporting and assisting districts in monitoring inclusive practices for Birth -5 year-olds within their attendance area.
- Researches a variety of topics (e.g., current practices, policies, education codes) for the purpose of maintaining knowledge of current recommended practices and implementation of inclusive services in early education and care settings.
- Serves as liaison between member districts, and other public agencies for the purpose of coordinating services and ensuring an infrastructure to support inclusion in early education and care settings is created and maintained.
- Collaborates with sub-contractor(s) and consultant(s) for the purpose of monitoring performance, and achieving the overall objectives of the grant and/or contract.

Other Functions

- Performs other related duties as for the purpose of ensuring the efficient and effective functioning of the Early Education Department

Job Requirements: Minimum Qualifications

Knowledge and Abilities:

KNOWLEDGE:

Read technical information, compose a variety of documents, and/or facilitate group discussions;

Analyze situations to define issues and draw conclusions;

Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws;

Conflict resolution;

Stages of child development;

Behavior interventions, instructional practices and techniques.

ABILITY:

Schedule a significant number of activities, meetings, and/or events;

Gather and/or collate data;

Use basic, job-related equipment;

Flexibility is required to independently work with others in a wide variety of circumstances;

Work with data utilizing defined but different processes;

Operate equipment using defined methods;

Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment;

Independent problem solving is required to analyze issues and create action plans;

Problem solving with data frequently requires independent interpretation of guidelines;

Problem solving with equipment is limited;

Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; managing multiple projects; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with frequent interruptions.

Working Environment:

ENVIRONMENT:

Duties are typically performed in an office setting.

May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires extended periods of time sitting, walking, and standing. This job is performed in a generally clean and healthy environment. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience

Experience: At least two (2) years of administrative experience with early childhood special education programs birth to 5-years old required. Experience working with state-funded and Head Start programs for children from birth to 5-years old highly preferred.

Education: Master’s degree in education, education administration, or closely related field.

Equivalency: Education and experience equivalent to a Master’s degree in education, education administration or closely related field and at least two (2) years of administrative experience with early childhood special education programs birth to 5-years old. Experience working with state-funded and Head Start programs for children from birth to 5-years old highly preferred.

Required Testing

N/A

Certificates, Licenses, Credentials

Valid California Administrative Services Credential

AND one of the following:

- California Education Specialist Credential
- Early Childhood Special Education Credential (ECSE)
- Pupil Personnel Services (PPS) Credential
- Clinical or Rehabilitative Services Credential

Valid CA Driver’s License and evidence of insurability

Continuing Educ./Training

N/A

Clearances


Criminal Justice Fingerprint/Background Clearance

Proof of physical examination including Tuberculosis Clearance

Immunization clearance as required by
Community Care Licensing (Title 22) for
Early Education and Care settings

FLSA Status: Exempt
Salary Grade: Certificated Management, Grade 045

Approval date: 03/2019

Approved by: 

Dr. Olivier Wong Ah Sun, assistant superintendent
Human Resources

Revised: 04/2023