LAWNDALE ELEMENTARY SCHOOL DISTRICT
Job Description

Early Education Coordinator

Department/Division:	Educational Services / Special Education
Reports To:	Director of Early Education, Director of Special Education
Provides Direction To:	LEAP Special Education Program, Early Start Regional Program
Classification Status:	Certificated Management
Date Prepared:	June 2024
Board Adopted:	June 27, 2024

BASIC FUNCTION:

Under the direction of the Director of Early Education and the Director of Special Education the Early Education Coordinator is responsible for designing and delivering professional development in the areas of curriculum, instruction and assessment aligned with the Preschool State Standards and Universal Transitional Kindergarten State Standards. Direct administrative support to the Early Start Regional program and the Lawndale Early Advantage Preschool (LEAP) Program for Students with Disabilities. This position classification requires knowledge in early education and preschool curriculum development, research-based early education instructional strategies, developmentally appropriate learning strategies, Early Education Standards and assessments, understanding of behavioral supports for early learners, job-embedded professional development and 21st Century Learning.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Provide direct supervision and administrative guidance to the LEAP preschool program and the Early Start Regional Program
- Act as Administrative Designee at specifically designated high needs IEP/IFSP meetings related to Early Education including Regional Early Start Program, Preschool and IEPs for students transitioning from Preschool to Transitional Kindergarten and Kindergarten.
- Work collaboratively with Educational Services, Director of Early Education, and the Director of Special Education to plan, develop, implement, and evaluate an effective expansion of developmentally appropriate preschool programs in the district.
- Support the successful articulation and transition of students from Preschool to Transitional Kindergarten and Kindergarten programs through cross-site administrative support and program placements emphasizing Least Restrictive Environment
- Work collaboratively with Transitional Kindergarten School Site Teams and Special Education Preschool programs

- Assist in interpreting Federal/State Special Education laws and regulations; and assist in the special education self-review process.
- Monitor Early Start and preschool curriculum development and IFSP implementation.
- Oversee budget, management, and development of Early Start program.
- Act as liaison between agencies and committees including, Community Advisory Committees, Regional Centers, public agencies serving preschool/elementary, districts, county schools and other resource/agencies for students enrolled and/or eligible for services.
- Supervise assigned special education certificated and/or classified technical and/or clerical staff and conduct regular performance appraisals, including but not limited to Early Start Teachers, LEAP Preschool Special Education Teachers, LEAP Preschool Classified Teacher, Instructional Assistants, Speech and Language Pathologists and School Clerk
- Communicate on a regular basis with SELPA administrative leadership including Special Education Directors, coordinators and various and special education staff.
- Supervise and monitor the implementation of Transition Plans/IEPS for Early Start and Preschool students matriculating to future placements.
- Support Expansion of Early Education and Collaborative Co-Teaching, Least Restrictive Environment at Carson Site Location.
- Support general and special education staff in the utilization of evidence-based, effective instructional practices by conducting classroom observations, providing feedback, and providing instructional methods and materials support.
- Assist in facilitation of Early Education Professional Development and meetings for the purpose of establishing and implementing consistent research-based practices in assessment and intervention.
- Convene and facilitate meetings of Early Education teachers for the purpose of data-driven discussions & decisions, strengthening communication and aligning instructional practices between general education and special education.
- Attend principal administrative/or leadership meetings as required; present Response to Intervention information and coordinate implementation of Multi-Tiered Systems of Support (MTSS)
- Conduct data analysis related to student achievement and behavior; share data analysis in formal and informal professional development at school sites and district office.
- Support the Special Education Director for the purposes of providing assistance to carry out job functions as needed.
- Participate in and set agendas for special education staff meetings upon request.
- Other related duties as assigned.

QUALIFICATION GUIDELINES

Knowledge of:

- Early Education, Preschool and Transitional Kindergarten Practices
- IFSP AND IEP Process and proceedings, and facilitation of legally compliant IFSP and IEPs
- Curriculum and California content standards
- Multi-Tiered Systems of Support (MTSS)

- Special Education and 504 eligibility and assessment process
- Current research-based, best practices in assessment and intervention
- Effective team building strategies and communications skills
- Current effective practices in professional development
- Computer knowledge not limited to word processing, spreadsheet and powerpoint
- Legal and procedural requirements as they apply to special education and (MTSS) including 504

Ability to:

- Multi-Task, establish priorities and manage multiple deadlines and projects.
- Work effectively with parents, professionals and community members, agencies/organizations and culturally and linguistically diverse groups
- Establish program operating policies, procedures and manuals
- Analyze student assessment data
- Communicate in English and Spanish (preferred)
- Complete complex curriculum guidelines
- Train other teachers/staff

EDUCATION/TRAINING/EXPERIENCE

- Administrative Credential required
- B.A. or B.S. degree
- Valid California teaching credential - Early Education preferred
- Master's degree (preferred).
- Minimum of 3 years' experience in Early Childhood and/or Preschool setting and evidence of leadership experiences
- Minimum of five (5) years experience in public schools as a classroom teacher in general and/or special education settings.

LICENSES/CERTIFICATES/SPECIAL REQUIREMENTS

- Valid California Driver's License.

WORK ENVIRONMENT

District office and school site environment; subject to attending meetings, and driving to various schools to conduct work.

- Employees work under typical office, school site and classroom conditions. The employee frequently drives to District sites and other locations, attends meetings and provides training.

PHYSICAL AND MENTAL DEMANDS

- The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

- Hearing and speaking to exchange information and to make presentations, sitting or standing for extended periods of time, and seeing to read, analyze and review complex staff development plans and strategies.

- While performing the duties of this class, employees are required to constantly sit for periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel, or operate standard office equipment; and reach with hands and arms. Employees are frequently required to stand and walk, bend and stoop, and to grasp, lift, and move records and documents up to 20 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information, and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, managers, staff, vendors, school administrators, the public, and others encountered in the course of work. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

Employees work in an environment with minimal temperature variations, a generally hazard-free environment, a clean atmosphere and the noise level is usually quiet or moderately quiet. The employee occasionally drives to District sites and training locations to provide administrative support for human resources programs and services.

Board Policy 4030: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.