

COORDINATOR INCLUSIVE EDUCATION

DEFINITION

Under general direction, plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of high-quality inclusive practices for local school districts to Inclusive Education and achievement for all students. Inclusive Education at SMCOE means connecting all students to rich grade-level standards-based core instruction. The Coordinator, Inclusive Education will work primarily with general education teachers and leaders to acknowledge the variability of learners and expand the instructional strategies available to support student learning.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Executive Director, Curriculum and Instruction Services. Exercises direct supervision over professional and administrative support staff.

CLASS CHARACTERISTICS

This is a management classification responsible for planning, organizing, reviewing, and evaluating School Safety and Risk prevention programs and services. Incumbents are responsible for performing diverse, specialized, and complex work involving significant accountability and decision-making responsibilities, which include developing and implementing policies and procedures for assigned programs, budget and contract administration and reporting, and ensuring compliance with regulatory requirements. Incumbents serve as a professional-level resource for organizational, managerial, and operational analyses and studies. Performance of the work requires the use of considerable independence, initiative, and discretion within broad guidelines.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of Inclusive Education for local school districts to enhance student learning and achievement for all students.
- Plan, design, develop, implement, coordinate and conduct training and professional development activities for faculty, staff and administrators concerning the Universal Design for Learning (UDL) framework, Multi-Tiered Systems of Support (MTSS) framework, and inclusive educational best practices.
- Prepare and deliver oral presentations and explain related content, curriculum, materials, assessment, principles, theories, standards, guidelines, requirements, practices, procedures and techniques.
- Collaborate with the English Learner Services Coordinator to support ELD practices, as well as the SELPA to support inclusive practices.

- Provide consultation and technical assistance to school districts, faculty, administrators, staff and others concerning Inclusive Education.
- Serve as a liaison and coordinate communications, activities and information related to inclusive educational practices between County Office administrators, personnel, school districts, outside organizations, governmental agencies and the public; establish, support, facilitate and maintain partnerships.
- Maintain current knowledge of educational methods, practices and standards related to
- Train and provide work direction and guidance to assigned personnel as required; assign employee duties and review work for accuracy, completeness and compliance with established standards and procedures; provide input concerning employee evaluations as requested.
- Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and school support services as assigned.
- Prepare proposals and assist with developing and maintaining contracts as required.
- Coordinate and participate in a variety of meetings including task forces, seminars, in-services and conferences as directed.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Equivalent to a master's degree from an accredited college or university with major coursework in Educational Leadership, Curriculum, Special Education, or a closely related field; and
- Five years of increasingly responsible experience in teaching.
- Experience providing instructional coaching and professional development to adults.
- Increasingly responsible administrative experience working with educational programs and services.

Licenses and Certifications:

- Valid Administrative Services Credential (or willingness to enroll in program)
- Valid Teaching Credential

Knowledge of:

- The Universal Design for Learning (UDL) framework and the application of the framework on lesson design and delivery.
- Multi-Tiered Systems of Support (MTSS) framework and how to improve student outcomes through the implementation of tiered supports.
- Principles, theories, standards, practices, strategies and procedures involved in enhancing student learning and achievement.
- Practices, procedures and techniques involved in the development and implementation of professional development activities.
- California State Standards, interpretation and application in diverse instructional contexts.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of County students.
- Local, State and federal standards and requirements governing Special Education and Inclusion.
- Oral and written communication skills.

- Applicable laws, codes, regulations.
- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

Ability to:

- Facilitate groups in planning, problem-solving and decision-making.
- Work collaboratively with individuals and groups from diverse ethnic, racial, linguistic and social backgrounds.
- Communicate effectively both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Prepare and maintain various records, reports and files.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and visit various County sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing divisional policies and procedures.