

SAN MATEO COUNTY OFFICE OF EDUCATION
Coordinator, Project MuSE (Multilingual Students with Exceptional Needs)

JOB SUMMARY:

Under the direction of an assigned administrator (Imperial County SELPA Director/Project MuSE Lead), in collaboration with the San Mateo County SELPA (Associate Superintendent), the Coordinator serves as a statewide technical assistance provider for Project MuSE. The Coordinator builds capacity, facilitates multidisciplinary team and system improvement, and connects Local Education Agencies (LEAs) with statewide resources, content expertise, and evidence-based practices that improve outcomes for multilingual learners with disabilities.

The Coordinator plans, organizes, coordinates, and implements professional learning, instructional resources, and support functions related to multilingual learners with disabilities, and provides consultation and technical assistance to administrators, staff, and multidisciplinary teams to strengthen systems, analyze data, and advance equitable outcomes. Work is grounded in the intersection of the California English Learner Roadmap, IDEA and Title III requirements, inclusive practices, and improvement science, and is closely aligned with the mandates of IDEA, the California Education Code, and Title 5 regulations.

The partnership between Imperial County SELPA and the San Mateo County SELPA expands Project MuSE's statewide capacity and reach, reflecting that roughly 25% of students with disabilities statewide are also Multilingual Learners. The Coordinator functions as a dedicated member of the Project MuSE team.

The position is funded at 1.0 FTE by Imperial County SELPA/Imperial County Office of Education through the CDE Special Education Resource Lead Grant, supporting Project MuSE activities, annual plan goals, and deliverables.

ESSENTIAL DUTIES:

1. Statewide Professional Learning and Capacity Building (Universal Supports)

- Design, coordinate, and deliver professional learning for educators, administrators, and support personnel through virtual statewide sessions and recorded modules.
- Support statewide dissemination of high-leverage strategies and content expertise for dually identified (multilingual, disabled) students.
- Build the collective efficacy of general education, special education, and multidisciplinary teams.
- Support system improvement through multidisciplinary teams to strengthen systems, structures, and instructional practices for dually identified students.
- Design, develop, implement, and follow up on staff development activities for faculty, staff, and administrators; prepare and deliver oral presentations on related content, curriculum, standards, and practices.
- Provide direction to school leadership teams through coaching, mentoring, and serving as a content expert on initiatives to improve student achievement.
- Develop, provide, and coordinate state or region-wide professional learning and networks on new and innovative methods, strategies, and materials supporting multilingual students with disabilities.

2. Connecting and Collaborative Partnerships

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- Collaborate with Statewide System of Support (SSOS) partners, including the California Collaborative for Educational Excellence (CCEE); the CDE Special Education and Multilingual Support Divisions and State Board of Education (SBE); SELPAs and County Offices of Education; SSOS partners (e.g., SIP, SIL, CalECSE, High Quality IEPs); and Geo-Regional Experts for Multilingual Students (GEMS).
- Facilitate regional networks, communities of practice, and coaching sessions in collaboration with the Project MuSE team.
- Participate in statewide planning meetings and collaborative initiatives; promote alignment of Project MuSE activities with other statewide technical assistance efforts.

3. Technical Assistance, Compliance, and Improvement Monitoring (CIM)

- Provide differentiated technical assistance to CDE-assigned LEAs to improve outcomes for multilingual learners with disabilities, and support district teams through Compliance and Improvement Monitoring (CIM) action planning and progress monitoring.
- Assist LEAs in identifying root causes and implementing strategies to improve outcomes for multilingual learners with disabilities.
- Facilitate data-informed decision-making through analysis of prereferral and initial identification practices and rates, significant disproportionality, Integrated and Designated ELD, Least Restrictive Environment (LRE), ELPAC/Alternate ELPAC performance, IEP development, reclassification rates, and postsecondary outcomes for dually identified students.
- Support evaluation, implementation, monitoring, and CIM reporting activities.
- Support LEA development of plans to address disproportionality and significant disproportionality as determined by CDE.
- Provide training and consultation to help LEAs incorporate goals and actions supporting outcomes for students with disabilities into school- and district-wide plans, such as the Local Control and Accountability Plan (LCAP).
- Perform other related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE OF:

- The California English Learner Roadmap and requirements related to multilingual learners with disabilities, including Integrated and Designated ELD, and ELPAC/Alternate ELPAC.
- California instructional standards, frameworks, guidelines, and effective evidence-based instructional strategies for students with disabilities, including Common Core State Standards, inclusionary practices, and project-based/interdisciplinary learning.
- State and federal laws and regulations governing special education, including IDEA (Part C to Part B), Title III, the California Education Code, and Title 5 regulations.
- Principles, theories, standards, practices, and procedures for enhancing learning, achievement, program planning, and administration for students with disabilities, including dually identified students.
- Best practices in the IEP planning process, continuum of program options, and behavior intervention methodology, including positive behavior intervention strategies.
- Improvement science processes and data-informed decision-making, including analysis of disproportionality, LRE, reclassification, and postsecondary outcome data.
- Principles of child and adult learning, and diverse academic, socioeconomic, cultural, ethnic, and linguistic backgrounds of students and families served.
- Electronic IEP management and state longitudinal data systems (e.g., SEIS, SIRAS, CALPADS).
- Basic budget preparation and control; grant administration and compliance requirements.
- Public speaking techniques and effective oral and written communication.

SKILLS AND ABILITY TO:

- Plan, organize, coordinate, and implement educational services, professional learning, instructional resources, and support functions for LEAs to enhance student learning and achievement.
- Provide consultation and technical assistance to LEAs, administrators, and multidisciplinary teams concerning content, standards, requirements, and practices.
- Design, develop, implement, and conduct professional learning and coaching for faculty, staff, and administrators; prepare and deliver effective oral and visual presentations.
- Facilitate groups in planning, problem-solving, and decision-making; facilitate regional networks and communities of practice.
- Interpret, apply, and explain laws, codes, regulations, policies, and procedures.
- Analyze situations accurately and identify effective courses of action; resolve conflicts with positive results in a timely manner.
- Communicate effectively, both orally and in writing, with diverse individuals and groups from varied ethnic, racial, linguistic, and social backgrounds.
- Establish and maintain cooperative and effective working relationships with staff, LEAs, families, and community partners; apply interpersonal skills such as tact, patience, and courtesy.
- Work independently with minimal direction, adapting to changing priorities; plan, organize, and manage multiple projects to meet deadlines.
- Prepare and maintain a variety of records, reports, data, and files, both manual and electronic.
- Operate a computer and standard office/audiovisual equipment, including assigned software.
- Travel regularly to LEA partner sites and statewide meetings.

EDUCATION AND EXPERIENCE:

- Master's degree in education, Special Education, Psychology, or a related field from an accredited college or university (strongly preferred)
- Minimum of five years of teaching and/or relevant work experience in ELD support, Special Education and/or five years of educational experience related to the assigned subject area or program.
- Five years of leadership experience at the site, district, or program level

LICENSES AND OTHER REQUIREMENTS:

- Valid Education Credential
- Valid Administrative Services Credential, or Certificate of Eligibility
- This position requires employees to travel; employees must be able to get themselves to different locations during their workday and will be responsible for ensuring that they can move between locations during their workday either via driving themselves with a valid driver's license or using other modes of transportation.

WORKING CONDITIONS: The characteristics described below are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ENVIRONMENT:

- Telework environment; the Coordinator is assigned to the San Mateo County SELPA to provide efficient regionalized support.

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- Frequent statewide and regional travel to conduct work, visit LEA sites, and attend meetings, workshops, and conferences; conditions during travel may range from mild/moderate to extreme cold or heat.
- Frequent driving and occasional air travel to conduct work across the state.
- Extensive use of virtual meeting platforms and technology to deliver services and collaborate with statewide partners.
- Requires reliable internet/technology and a dedicated workspace suitable for virtual meetings, professional learning delivery, and confidential work.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
- Seeing to read a variety of printed materials and computer screens.
- Sitting or standing for extended periods of time; remaining in a stationary position for extended periods.
- Hearing and speaking to exchange information, make presentations, and communicate in person, virtually, and by telephone.
- Positioning self to access office equipment, materials, and files.
- Occasionally moving equipment or materials weighing up to 50 pounds (infrequent aspect of the job).