

## **SAN MATEO COUNTY OFFICE OF EDUCATION COORDINATOR, P-3 AND EARLY EDUCATION**

### **JOB SUMMARY:**

Under the direction of the Executive Director for P-3 and Early Education, organize, plan, coordinate, and implement educational services that advance early childhood education, preschool to third grade (P-3) alignment, and Universal PreKindergarten (UPK) implementation in San Mateo County. Support school districts, preschools and community-based organizations to work together to implement best practices for children birth - third grade, ages 0-8.

### **ESSENTIAL DUTIES:**

- Organize, coordinate, and implement activities to support county and state strategic initiatives including P-3 alignment, Universal Prekindergarten (UPK) mixed delivery system, and Universal Transitional Kindergarten (UTK) expansion
- Support collaboration across San Mateo County Office of Education departments, internal programs, school districts and community based providers
- Strengthen early learning and TK-3 programs and services within San Mateo County Office of Education (SMCOE), across districts and throughout communities including coordination and facilitation of P-3 curriculum, assessments, and accountability
- Assist school districts with aligning services to assure compliance with standards and California Department of Education (CDE) requirements

### **P-3**

- Coordinate with San Mateo County Office of Education initiatives across the P-3 continuum to support alignment and shared focus on community and educational goals
- Collaborate with SMCOE content coordinators in the development of programs and services for early learners including, but not limited to; Early Literacy and Math, Multilingual Services, Social Emotional Learning, Universal Design for Learning
- Offer consultation and guidance on P-3 curriculum, assessments, pedagogy, and instructional practices to district and site leaders

### **UPK**

- Serve as a key liaison for communications with school districts, early childhood providers, nonprofit community-based organizations, county office administrators, state organizations, government agencies, and the public about Universal PreKindergarten
- Provide timely information and guidance on grant reporting to districts, preschools, and community-based organizations regarding CDE's UPK Planning and Implementation Programs
- Survey and collect data on UPK issues, and develop support plans related to findings

### **Professional Development & Technical Assistance**

- Design, develop, and implement trainings, workshops, and professional development activities for county faculty, preschool-third grade teachers, preschool and elementary

school administrators, community partners and early learning professionals concerning education programs, policies, services and related principles, theories, standards, guidelines, requirements, practices, procedures and techniques

- Provide high quality professional development, relevant technical assistance and coordinated communications related to Universal PreKindergarten and Universal Transitional Kindergarten
- Provide consultation, technical expertise and coaching to staff, faculty, administrators, leadership teams and others related to P-3 alignment and early childhood education, policy, planning, professional development and program services

### **KNOWLEDGE, SKILLS AND ABILITIES:**

Maintain current knowledge of educational methods, practices and standards related to P-3 alignment, UPK mixed delivery model, early education and related laws, codes, regulations, policies and procedures, modify programs and services to assure compliance with standards and requirements as needed

### **KNOWLEDGE OF:**

- Preschool Learning Foundations through Grade 3 Standards
- Developmentally Appropriate Practices in Early Learning
- Early Literacy, Early Math, and Early Elementary Curriculum
- California implementation of Universal Prekindergarten and expansion Transitional Kindergarten
- Early Learning and Development of research-based practices including Preschool Learning Foundations and Curriculum Frameworks, and Desired Results
- Practices, procedures and strategies involved in the development and implementation of professional development activities
- Equitable practices to address the needs of historically marginalized children and families

### **SKILLS AND ABILITY TO:**

- Manage projects for multi-partner initiatives and collaborative partnerships
- Plan, organize, coordinate and implement the operations, activities, educational services and support functions of assigned P-3 programs for school districts
- Coordinate and direct communications, resources, personnel and information to meet the needs of P-3 alignment and early learning programs and partners, and assure smooth and efficient program activities
- Establish and maintain partnerships
- Interpret, apply and explain law, codes, regulations, policies and procedures. Communicate both effectively orally and in writing.
- Oversee staff development activities conducted by others

**LICENSES AND OTHER REQUIREMENTS:**

- Master's Degree in early learning and child development, early elementary, or a related field, with an emphasis on ages birth to 8 years (preferred)
- A CTC Child Development Program Directors Permit and/or Teaching Credential (required)
- A minimum of 5 years of directly related experience in early childhood or TK-3 teaching, training, programming, and project management (required)
- An Administrative Services credential or a willingness to enroll in an administration credential program (preferred)
- A minimum of one year of coach and trainer experience or similar roles (preferred)

**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:**

Varies from a climate-controlled office setting to working outdoors with temperatures ranging from mild/moderate to extreme cold/heat

- Office environment: constant interruptions
- Outdoor environment: drive personal vehicle to conduct work, visit sites, and travel to other organizations and companies, meetings and workshops

**PHYSICAL DEMANDS:**

- Operate a computer keyboard, mouse, copy machine, printer, and other office equipment
- Read printed material and computer screens
- Remain in a stationary position for extended periods of time
- Position self to access office equipment, materials, and files
- Move equipment weighing up to 50 pounds and is an infrequent aspect of the job
- Communicate within a normal range, give directives to small or large groups of people, and exchange information in person and on the telephone