SAN MATEO COUNTY OFFICE OF EDUCATION

CLASS TITLE: PROJECT SPECIALIST, P-3 EARLY LITERACY

BASIC FUNCTION:
Under the direction of the Coordinator of Early Learning Quality Improvement Initiatives, support school districts and Big Lift preschool programs across San Mateo County to shift preschool to third grade (P-3) early language and literacy instruction to align with the science of reading and structured literacy; convene Big Lift education staff, leadership, and preschool partners to address the multiple organizational levers impacting early literacy instruction; provide P-3 early literacy assessment training and logistical supports to preschool and TK-3 schools/districts partners; provide master coaching and training in science of reading aligned literacy instruction to select districts and preschool programs; design and conduct professional learning communities and serve as an internal preschool to third grade early literacy content expert

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Provide direct professional development and coaching as well as master professional development and coaching (coaching of coaches), to preschool to third grade teachers, coaches, specialists and administrators on early literacy instruction, literacy instructional leadership, early literacy assessment, response to intervention/MTSS, with a focus on science of reading aligned frameworks, strategies and methods

Assist in convening select district and preschool program literacy leads to align vision, strategies, and implementation related to early literacy instruction and practice. Research, prepare, and/or adapt change models and implementation tools needed to achieve systemic change in preschool to third grade aligned with the science of reading

Support preschool-third grade sites with implementation of selected early literacy assessments, including training, logistical support, and use of data for instruction. Serve as a lead technical assistance provider for early literacy assessment. Assist in leveraging district and preschool program early literacy assessment data to populate data dashboards, and use the dashboards for instructional improvement efforts

Provide training, coaching, and technical assistance to select districts and preschool programs on the integration of dual language learner supports into science of reading aligned early literacy instructional shifts. Adapt /enhance early literacy instructional and curricular materials to include explicit dual language learner scaffolds.

Plan, prepare, conduct and participate in countywide literacy initiative meetings with select district and county level staff, partners, subcontractors and funders to plan and support collaborative, multi-district early literacy efforts; provide input on guidelines for grant funded activities, including scopes of work
Attend and participate in a variety of meetings, conferences, workshops, training sessions and seminars related to preschool to third grade early literacy to continue to build best-in-class professional knowledge, expertise and practice. Research and communicate with districts who have closed P-3 early literacy achievement gaps to identify implementation practices.

Prepare, write and review reports and prepare responses to grants and funding proposals related to science of reading aligned preschool to third grade early literacy for countywide early literacy initiatives.

Act as a liaison in the community; represent the County Office of Education in the community.

OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Knowledge of principal theories, best practice, policies, procedures and techniques in providing effective early literacy instruction to preschool to third grade children within the context of multiple and diverse cultural and linguistic settings.
Knowledge of principal theories, best practices, and approaches in conducting reliable and valid early literacy screenings and assessment (both formal and informal) and in using early literacy assessment data for instruction, including response to intervention.
Multi-tiered systems of support and how to improve student literacy outcomes through the implementation of tiered supports.
Practices and procedures involved in the development and implementation of training and coaching activities, including methods involving reflective practice, relationship building, and coaching using an equity lens.
Knowledge of educational programs, services, standards, requirements and procedures related to preschool to third grade education in a multicultural, multilingual community such as San Mateo County.
Knowledge of practices and procedures involved in developing and implementing training activities for adults.
Knowledge of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of County children.
Knowledge of oral and written communication skills.
Knowledge of public speaking techniques.

ABILITY TO:
Ability to plan and facilitate meetings with multiple stakeholders within a collaborative structure.
Project manage and facilitate strategies for complex, multi-partner community initiatives; develop effective plans for meeting goals; establish timelines and measurable checkpoints; estimate required resources; and anticipate obstacles.
Engage in systems level analysis of early literacy instruction and practice; identify root causes of early literacy instructional challenges, including institutional issues; develop strategies that not only address...
direct instruction but that address organizational and leadership variables needed to systematize equitable and evidence-based early literacy instruction over time
Build capacity and support effective change management within organizations using principles and practices of implementation science and an equity lens
Establish and maintain effective work relationships with diverse community partners
Facilitate groups in planning, problem solving and decision making
Ability to work collaboratively with individuals and groups from diverse ethnic, racial, linguistic and social backgrounds
Provide engaging and high impact training and coaching to teachers, administrators, coaches and education specialists using interactive adult learning strategies
Prepare concise reports and recommendations using data in various report formats and representations
Ability to communicate effectively both orally and in writing
Ability to prepare and deliver oral and written presentations using various data, formats and graphic representations

EDUCATION AND EXPERIENCE:
Any combination of education and experience equivalent to: Bachelor’s degree in early learning and child development, early elementary, education, human services or a related field, and 3 years of directly related experience in early literacy and/or PreK-3 teaching, training, programming, and project management; one year of coach and trainer experience or similar roles (preferred)

LICENSES AND OTHER REQUIREMENTS:
A CTC Child Development Program Directors Permit and/or Teaching Credential (optional)

Note: This position is both STRS and PERS eligible

WORKING CONDITIONS:

ENVIRONMENT:
Office environment
Driving a vehicle to conduct work

PHYSICAL DEMANDS:
Dexterity of hands and fingers to operate a computer keyboard
Seeing to read a variety of materials
Sitting or standing for extended periods of time
Hearing and speaking to exchange information and make presentations.