

## **SAN MATEO COUNTY OFFICE OF EDUCATION**

### **CLASS TITLE: PROJECT SPECIALIST, EARLY LEARNING QUALITY AND INCLUSION**

#### **BASIC FUNCTION:**

Under the direction of the Coordinator, Early Learning Quality and Inclusion, provide project planning, project management support, site-based coaching, professional development coordination, trainings/workshops, technical assistance, consultation and resources in support of the IEEEP (Inclusive Early Education Expansion Program) grant and SMCOE's early learning inclusion goals. The classification assists the Coordinator and supports the Early Learning department with facilitating and planning countywide early childhood activities focused on inclusive practices and creating more opportunities for young students with a range of disabilities, including those with more intensive support needs to access early learning and care settings, supporting assigned program components, and serving as a resource to districts, early care and education providers, and other related partner agencies.

This classification will work primarily with local districts/schools, center-based and family childcare providers, and community agencies, to effectively expand access to inclusive early learning and care programs. Special emphasis will be on collaboration and increased knowledge through awareness, specialized training, and guiding implementation of inclusive practices in early learning and care settings for all students, including students with more intensive support needs and disabilities.

#### **REPRESENTATIVE DUTIES:**

##### **ESSENTIAL DUTIES:**

Supports ELSS strategies and grant execution by providing specialized inclusion and quality improvement coaching, supports and professional development trainings to agency administrators/leadership staff and teachers.

Coordinates learning and supports the development of materials (e.g. handouts, videos, web-based documents, needs assessments, etc.) for the purpose of providing meaningful professional learning related to inclusive practices, to individuals or groups of teachers, early care and education providers, administrators, counselors, special education programs, their staff and administrators; and other program staff.

Reads, interprets, applies, and explains relevant rules, regulations, policies, and procedures related to special education and student disability compliance. Completes assignments successfully with minimum direction and supervision.

Provides consultation and technical assistance to early learning programs, special education programs in school districts, and their staff at multiple locations throughout San Mateo County on a regular and ongoing basis; respond to inquiries and provide technical information concerning

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program services, trainings, resources, standards, requirements, principles, strategies, theories, practices, techniques, laws, codes, regulations, policies and procedures.

Partners with Coordinator and other ELSS team members with creating professional development trainings and takes a leadership role with trainings on inclusion and supporting children with special needs.

Provide trainings to parents on topics related to supporting children with special needs and disabilities; other trainings as assigned.

Coordinate with Quality Counts San Mateo team regarding coaching needs for participating programs:  
provides specialized inclusion and quality improvement coaching and supports to agency administrators/leadership staff to: guide quality improvements through agency activities proven to increase teachers'/providers' instructional skills, identify and support agency strategies that focus on socio-emotional development and behavioral skills of children ages 0-5 in early care and education programs

Assists site leadership staff in continuous self- progress monitoring growth toward the site Quality Improvement Plan, including but not limited to incorporation of the San Mateo County Inclusion Specialization Pilot Matrix.

Supports directors/administrators/leadership teams in creating systems and modeling skillful use of data to inform decision making (ERS (Environment Rating Scale), ASQ-3 (Ages and Stages Questionnaires -Third Edition)and ASQ:SE (Ages and Stages Questionnaires Social Emotional), CLASS (Classroom Assessment Scoring System), DRDP (Desired Results for Children and Families), ECMTSS (Early Childhood Multi-Tiered Systems of Support)) Benchmarks of Quality/CSEFEL and other related sources as identified by the provider/leadership team.

Designs, plans, and facilitates Community of Practice (CoP) sessions in alignment to professional development objectives and site quality improvement plans

Coordinates a variety of activities for the purpose of delivering service in compliance with established guidelines.

Prepares a wide variety of complex materials (special projects, coach logs, etc.) in documenting activities, learnings, trends and issues, meeting compliance requirements, , making presentations and/or providing support materials for requested actions.

Travels as required for the purpose of providing trainings, on-site coaching and to attend meetings.

### **OTHER DUTIES:**

Perform related other duties as assigned.

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### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

Early developmental practices and systems.

The Universal Design for Learning (UDL) framework and the application of the framework on lesson design and delivery.

Early Childhood Multi-Tiered Systems of Support (ECMTSS) framework and how to improve student outcomes through the implementation of tiered supports.

Familiarity with Quality Counts California, including California Quality Rating and Improvement System (QRIS) and related assessment tools such as ERS, CLASS, DRDP and ASE/ASQ-SE.

Educational programs, services, standards, requirements and procedures related to early childhood education in a multicultural, multilingual community, such as San Mateo County.

Practices and procedures involved in developing and implementing training and coaching activities for adults. Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of County children.

Local, state and federal standards and requirements governing policies and objectives of assigned programs and activities, including but not limited to Title 22 Community Care Licensing and Title 5 Education Code.

Applicable laws, codes, regulations, policies and procedures related to special education, protocols on developing inclusive learning environments for young children ages birth-5 years  
Record-keeping and report preparation techniques. Excellent oral and written communication skills.

Interpersonal skills using tact, patience, courtesy and cultural sensitivity. Operation of a computer and assigned software.

Excellent public speaking techniques.

Effective staff supervision.

#### **ABILITY TO:**

Plan and facilitate meetings with multiple stakeholders within a collaborative structure.

Establish and maintain effective work relationships with diverse community partners.

Build capacity and integrate special education and general education teaching team collaboration and co-teaching practice.

Manage collaborative community projects; develop effective plans for meeting goals, establish timelines and measurable checkpoints, estimate required resources, and anticipate obstacles.

Facilitate groups in planning, problem solving and decision-making.

Interpret, apply and explain applicable laws, codes, regulations, policies and procedures related to special education.

Work collaboratively with individuals and groups from diverse ethnic, racial, linguistic and social backgrounds.

Analyze situations accurately and adopt an effective course of action.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Prepare and deliver oral and written presentations using various data, formats and graphic representations. Meet schedules and timelines.

Plan and organize work.

Operate a computer and assigned software.

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Prepare and maintain various records and reports related to assigned activities. Provide effective supervision of administrative staff.

Bilingual Spanish-English highly desired, but not required.

**EDUCATION AND EXPERIENCE:**

Any combination of education and experience equivalent to a bachelor's degree in early childhood education or special education and three years of increasingly responsible work experience working in early childhood education and preferred qualifications including:

- A minimum of two (2) years of experience providing instructional coaching and professional development to adults, teaching experience in Special Education or Early Learning classrooms and knowledge of special education trends, policies and practices.
- Certifications as CSEFEL (Center of the Social Emotional Foundations for Early Learning) infant-toddler and preschool certificates, and assisting in the planning and coordination of CSEFEL site-teams and trainings, and facilitates site leadership teams.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license.

**Approved by Personnel Commission:**

**September 8, 2021**

**San Mateo County Office of Education**