



**COORDINATOR II – INCLUSIVE PRACTICES
(Instructional Services Division)**

Certificated Job Description

IMMEDIATE SUPERVISOR:

Assigned Administrator or Director

ESSENTIAL FUNCTIONS:

1. Supervise and coordinate the implementation of inclusive practices within County Offices, Districts, and School Sites.
2. Design, coordinate and facilitate professional learning activities which support inclusive practices.
3. Coordinate and communicate with district and county representatives from partnering County offices, school districts and institutions to facilitate the ongoing support of inclusive practices.
4. Facilitate and/or represent KCSOS at professional meetings, activities, and trainings.
5. Knowledge of inclusive practices, including Universal Design for Learning (UDL) strategies.
6. Support the implementation of inclusive practices plans, including the use of metrics to determine effectiveness.
7. Collect and review participant and program data for continuous improvement purposes.
8. Connect teams to necessary resources for successful implementation of inclusive practices plans.
9. Supervise and evaluate assigned staff.
10. Participate in regular program, division, and department meetings, professional learning and activities as assigned.
11. Perform other duties as assigned.

MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Exhibit knowledge of current trends, innovations and practices in elementary and secondary education and demonstrate a willingness to stay abreast of these trends.

2. Ability to provide leadership in committees, workshops and various types of group meetings.
3. Demonstrate the ability to articulate ideas and information effectively to others.
4. Ability to effectively communicate appropriate information to peers, staff members, and the public.
5. Interpersonal skills and abilities necessary to work and communicate with people and groups effectively and cooperatively.
6. Skills to manage the work, set priorities, and evaluate progress toward outcomes.
7. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
8. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

B. Professional Qualifications:

1. Knowledge of and a broad range of experience with the Common Core State Standards, California Standards for the Teaching Profession (CSTP) and CA Quality Professional Learning Standards (QPLS).
2. Experience with adult learning theory, mentoring practices and effective methods of developing curriculum and professional learning opportunities.
3. Experience providing leadership in curriculum development, professional learning design, and improving instructional practices.
4. Ability to establish and maintain appropriate working relationships and rapport with individuals and groups.
5. Ability to effectively structure, organize, and systematize tasks and activities.
6. Ability to articulate ideas and information effectively to others.
7. Ability to design and conduct meetings with a variety of educational partners.
8. Ability to analyze program results and apply the knowledge to program development.
9. Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

TRAINING AND/OR CREDENTIALS:

A. Education:

1. Must hold a current Administrative Services Credential.

2. California Clear Teaching Credential(s).
3. Master's Degree earned at an accredited college or University required.

B. Experience:

1. Successful experience in a leadership role at a school site or District/County Office
2. Successful experience in curriculum development and/or supervision.
3. Successful experience in coordinating and conducting professional learning and staff development activities.
4. Leadership in providing teachers and administrators with the skills and knowledge of effective design, implementation, and evaluation of instructional programs.
5. Experience that indicates knowledge of current school reform principles, theory, and instructional techniques.

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