



CONTENT COORDINATOR – SOCIAL EMOTIONAL AND ACADEMIC SUPPORTS

Certificated Job Description

IMMEDIATE SUPERVISOR:

As assigned

ESSENTIAL FUNCTIONS:

1. Work with site and district administrators in school districts to coordinate and supervise school climate instruction that addresses character and quality of school life such as MTSS, Universal Design for Learning, social emotional learning, restorative practice, PBIS, positive school conditions, and other school related intervention and prevention activities that support needs of districts as specified in local and state plans.
2. Support district and school site leadership teams through coaching, training and technical assistance in driving district implementation of MTSS/PBIS/UDL school climate frameworks including data-based decision-making utilizing student and teacher data as well as implementing school climate surveys/evaluations.
3. Design and facilitate professional learning activities, consultation and coaching to school leaders, teacher leaders and school-based teams to facilitate implementation of inclusive academic practices and school climate initiatives including modeling and data analysis.
4. Coordinate implementation of research based academic, social emotional and behavioral interventions and ensure alignment with a multi-tiered system framework.
5. Manage grant based and fee for service fiscal budgets.
6. Review state, local and federal grant funding requests for applications related to prevention and early intervention needs, research and write grant proposals, administer successful grants, facilitate program evaluation, maintain records and prepare reports as required.
7. Maintain professional competence through professional reading and attending appropriate workshops, courses, and conferences in keeping with the needs of student.
8. Travel within the state to attend meetings, trainings, and other professional events.
9. Other duties as assigned.

MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Knowledge of California standards for the teaching profession, California Administrator Performance Expectations, and California Professional Standards for Educational Leaders.
2. Knowledge of fundamental principles in: quality staff development, ability to transmit knowledge and skills to other staff, youth and adults; conduct oral presentations utilizing digital equipment and presentation software.
3. Understanding of education success and social emotional learning and development.
4. Establish and maintain effective collaborative relationships with local school and community partners, as well as local and state agencies, youth-serving community groups and resources related to health, welfare and school safety services.
5. Knowledge of, and willingness to stay abreast of current trends, innovations, and practices in MTSS/PBIS, UDL and school climate issues.
6. Evidence of writing skills necessary to develop successful grant proposals, create measurable goals and objectives, set project priorities, and evaluate progress; ability to write effective internal and external communications to support and sustain programs.
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. Proven ability to provide leadership in the development and implementation of quality staff development.
2. Proven ability to provide leadership when working with community partners.
3. Proven ability to develop evidence-based prevention and intervention practices.
4. Ability to work effectively with diverse 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 manage multiple budgets with accuracy and fiscal accountability.
8. Proven ability to serve at-risk students with diverse needs.
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 or be eligible for a valid Administrative Services Credential.
2. Master's degree from an accredited college or university.
3. California Teaching Credential(s) or Pupil Personnel Service credential (PPS).

B. Experience:

1. Experience with the implementation of a MTSS/PBIS/UDL and or school climate frameworks at the school or district level.
2. Successful experience in a leadership role at a school site and/or district office.
3. Successful experience in coordinating and conducting staff development activities focused on school climate improvement.
4. Experience in budget development, management and oversight.

CP:rn

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Formerly Coordinator III – Social Emotional and Academic Supports

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