



JOB DESCRIPTION

POSITION TITLE:	Coordinator, Early Learning (<i>Supporting EI/ECSE & Head Start to Success</i>)
DEPARTMENT & PROGRAM:	Early Learning Early Intervention & Early Childhood Special Education (EI/ECSE) and Head Start to Success (HSTS)
WORK YEAR:	240 days 12 months
SALARY PLACEMENT:	Range 9 Coordinator
SUPERVISED BY:	Assistant Director of Early Learning
ASSOCIATION:	Management Meet, Confer, Consult (Non-represented)
FLSA STATUS:	Exempt

GENERAL DESCRIPTION OF THE POSITION:

The Early Learning Program Coordinator assumes primary responsibility for implementation of Clackamas ESD's two primary early learning programs. These programs include Early Childhood Special Education (ECSE) self-contained classrooms, supports, and interventions, as well as the Head Start to Success (HSTS) program. The Coordinator will be primarily responsible for supporting, supervising, and evaluating Clackamas ESD Early Learning staff working in the program's classrooms/sites within a specific designated geographic region. The geographic region supervised by the Coordinator is subject to change as the programs evolve.

ESSENTIAL FUNCTIONS:

1. Oversees the delivery of early childhood special education services in designated sites. This may include services delivered in small groups, consultation in HSTS classrooms, and self-contained ECSE classrooms.
2. Oversees the delivery of the Head Start to Success instructional program in designated sites, in accordance with Head Start Performance Standards and the Head Start Learning Outcomes Framework.
3. Leads instructional improvement, orientation of new staff, and professional development of assigned program personnel in consultation with the Assistant Directors of Early Learning.
4. Supervises and evaluates the performance of personnel as assigned by the Assistant Directors.
5. Manages expenditures within the adopted budget.
6. Participates in assigned committees that support early learning programs.
7. Assures internal program practices and procedures comply with District collective bargaining agreements.
8. Coordinates and participates in the recruitment, selection, and assignment of program personnel, and gives recommendations of hire to the Assistant Directors of Early Learning.
9. Develops and maintains positive working relationships with staff, parents, local school districts, and community partner agencies in the best interest of the program.
10. Supervises the maintenance of accurate records including student education files, applicable personnel documents, and fiscal records.
11. Informs Assistant Directors of Early Learning of issues that may impact the EI/ECSE program, HSTS program, ESD, or local school districts.
12. Participates in the Early Learning Department Leadership Team and contributes to the department mission, vision, and values.
13. Participates in organization wide Leadership events and contributes to building a positive, equitable and inclusive work environment for all employees at the ESD.

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Master's Degree in Early Intervention/Early Childhood Special Education, Special Education, Elementary Education, or a related field or a Bachelor's degree plus equivalent experience.
2. Minimum five (5) combined years' experience working as special education provider and/or classroom teacher and experience working in an early childhood education setting
3. Appropriate State of Oregon (TSPC) issued Professional Administrator License (required at the time of appointment) required to supervise assigned licensed staff
4. Working knowledge of current state and federal laws, policies, administrative rules and instructional practices for children with developmental delays aged birth to entry into kindergarten in order to comply with IDEA requirements
5. Demonstrated knowledge of model, curriculum development and program design for children with developmental delays aged birth to entry into kindergarten
6. Demonstrated ability to develop sound and cost effective fiscal plans and manage resources
7. Demonstrated ability to facilitate groups in meetings and workshop settings
8. Demonstrated ability to effectively delegate roles and responsibilities to subordinates
9. Demonstrated ability to apply current research and best practice within the field of early intervention and early childhood special education and Head Start to the delivery of high quality services
10. Knowledge of and familiarity with multi-tiered systems of support
11. Evidence of the ability to work collaboratively with a management team
12. Registered with, or ability to successfully be enrolled in, the Central Background Registry (CBR)
13. Ability to acquire and maintain a valid first aid and CPR card
14. Valid driver's license, driving record acceptable to agency carrier, and own transportation
15. Written and oral communication skills sufficient to perform essential functions
16. Physical and mental attributes sufficient to perform the essential functions



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PREFERRED QUALIFICATION:

1. Bilingual English/Spanish
2. Three to five years of experience in a PK – 12 school leadership position with demonstrated results in improving academic performance and experience with the supervision and evaluation of licensed and classified staff
3. Experience teaching in Head Start, Early Childhood Special Education, and/or a preschool setting
4. Experience working in a richly diverse school community and environment
5. Knowledge of Head Start philosophy and regulations
6. Certified as a Classroom Assessment Scoring System (CLASS) assessor

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles



PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Light/Medium work.** Lifting 30 pounds maximum with frequent lifting and/or carrying of objects up to 15-20 lbs; or requires walking or standing to a significant degree. If someone can do light/medium work, we determine that he or she can also do sedentary work

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never		Rare		Occasionally	X	Frequently		Continuously
	General school supplies, teaching materials, food items, and backpacks									
26-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
	Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously
Climb	X	Never		Rare		Occasionally		Frequently		Continuously
Crawl	X	Never		Rare		Occasionally		Frequently		Continuously
Drive		Never		Rare		Occasionally	X	Frequently		Continuously
Kneel		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare	X	Occasionally		Frequently		Continuously
Squat		Never		Rare	X	Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously



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Twist		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Hands may be used for: (X = REQUIRED)										
Grasping		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Wrists may be used for: (X = REQUIRED)										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously



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Description										
Environment Exposures (X = REQUIRED)										
Chemical Contact	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Moving Objects	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Noise	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Safety Equipment	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Wetness	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously



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MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | ☐ = Not Required

REASONING ABILITY:

- ☒ Complete routine, repetitive tasks with simple instructions
- ☒ Follow detailed instructions that require few changes
- ☒ Follow detailed procedures with several potential variables
- ☒ Accurately interpret behaviors and nonverbal communication and act on decisions
- ☒ Demonstrate logical or deductive thinking
- ☒ Provide creative, innovative solutions to job problems

CALCULATIONS:

- ☒ Perform simple copying, addition, counting, subtraction
- ☒ Perform multiplication and division
- ☐ Understand the metric system and conversions
- ☒ Manipulate fractions, decimals, and percentages
- ☐ Understand and use statistics
- ☐ Understand and use charts and graphs
- ☐ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

LANGUAGE:

- ☒ Read and understand product labels, policies written at the 10th grade level
 - ☒ Follow verbal or demonstrated instructions
 - ☒ Explain simple directions, copy data from one form to another
 - ☒ Complete form letters or answer routine correspondence
 - ☒ Compose correspondence independently
 - ☒ Read and interpret complex technical material
 - ☐ Speak and understand a second language
 - ☒ Prepare complex reports and documents
 - ☒ Speak with individuals and small groups in an articulate manner
 - ☒ Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis
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By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.