
**CURRICULUM COORDINATOR: EARLY LITERACY AND
SCHOOL READINESS**

Definition

Provides guidance and professional development on topics relevant to literacy acquisition and school readiness in pre-Kindergarten through Grade 3; partners and collaborates with local agencies in the common work of promoting early childhood literacy; provides schools and districts technical support in the implementation of Transitional Kindergarten; serves as a liaison between the preschool and K-12 learning communities regarding issues of literacy and school readiness.

Distinguishing Characteristics

The successful candidate is skilled in development and presentation of materials to a variety of stakeholder groups; demonstrates a deep understanding of how young children acquire literacy; has a strong understanding of the Common Core Standards grades K-12 and topics surrounding school readiness; has a strong understanding of the CA Preschool Standards (CA Preschool Learning Foundations); has exemplary collaboration skills; shows evidence of research-based practices; understands and remains current on legislation and regulations regarding Transitional Kindergarten programs; demonstrates a sense of humor and love of learning; is a skilled communicator with a variety of stakeholder groups.

Supervision Received and Exercised

General direction is provided by the Deputy Superintendent of Instruction or designee.

Examples of Duties and Responsibilities

Duties and responsibilities may include, but are not limited to, the following:

- Collaborate with department content experts to develop examples and resources for the effective instruction of early childhood literacy and school readiness;
- Conduct professional development for teachers of preschool-grade 3 on effective strategies for the development of literacy for all children, including low income and English Learners populations;
- Meet with and partners with community agencies who are dedicated to providing quality preschool programs;
- Represent SCOE in community discussions regarding how best to provide effective early childhood programs;
- Disseminate current information regarding Transitional Kindergarten to schools and districts in Sonoma County;
- Participate in County Office staff and director meetings by attending regularly, initiating relevant agenda items, and sharing ideas and opinions as appropriate;
- Develop personal goals and objectives that support and are consistent with the goals of the Superintendent and the County Office;
- Establish and maintain clear communication and cooperative working relationships with clients, staff, other agencies, regional and state administrators through announcements, letters, newsletters, publications, telephone communication, attendance at meetings, and site visits;
- Maintain professional competencies in areas of responsibility, maintain contact with and participate in professional job-related organizations, and serve as a liaison to professional groups;
- Perform related duties as assigned.

Employment Standards

Knowledge of

- Best instructional practices for literacy development for all students preschool – grade 3;
- Topics related to the general field of Early Childhood Education and School Readiness;
- Familiarity with:
 - Common Core State Standards in English/Language Arts and Mathematics

- ELD/ELA Framework
- Next Generation Science Standards;
- Various state offerings current in place for preschool education;
- Laws and best practices for Transitional Kindergarten;
- Adult learning theory and effective professional development practices, including consensus building, collaboration, and facilitation;
- Local/Sonoma County agencies (First 5; 4C's; Child Care Planning Council) involved in providing quality early childhood care and literacy instruction.

Ability to

- Develop consensus with groups from a variety of organizations;
- Synthesize large amounts of information; including current legislation as it pertains to early childhood education;
- Adjust presentation style, content, level of specificity etc. for varying stakeholder groups;
- Collaborate closely and frequently with department members;
- Communicate effectively and in a timely manner;
- Take direction and adjust performance based on input from supervisor;
- Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate to audience;
- Establish and maintain cooperative and professional working relationships with individuals, groups, public, and private agency personnel;
- Motivate, challenge, and guide others in the improvement of educational programs and county office services;
- Analyze data and situation(s), render judgment, make decisions, and solve problems efficiently and effectively;
- Maintain and improve professional skills and knowledge;
- Be flexible and embracing of change.

Education and Experience

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

Masters Degree from an accredited college or university with an emphasis in Education or closely related field (preferred)

Credentials:

Appropriate valid California Teaching Credential and valid

California Administrative Services Credential (current or in progress) are required.

Experience:

- Five (5) or more years of directly related teaching and/or coaching experience in K-12 classrooms;
- Two (2) or more years as a program administrator/teacher-leader;
- Experience in leading or participating as a lead or team member on school, district, or regional projects or initiatives;
- Two (2) or more years of teaching experience in preschool classrooms (preferred);
- Bicultural and/or experience working with ethnically and culturally diverse populations is desirable.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids;
- May be exposed to chemicals contained in cleaning products;
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment;
- TB testing will be required upon employment;
- Must pass a pre-employment physical (if applicable);
- May be required to obtain first aid and Cardiopulmonary Resuscitation (CPR) certificates within the first 6-12 months of employment;
- May be required to drive with or without students; some positions may require a current California drivers license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.