COORDINATOR OF SPECIAL PROJECTS

<table>
<thead>
<tr>
<th>Department/Division:</th>
<th>Educational Services</th>
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<tr>
<td>Reports To:</td>
<td>Director of Teaching &amp; Learning</td>
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<tr>
<td>Provides Direction To:</td>
<td>Classified Support Staff</td>
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<tr>
<td>Classification Status:</td>
<td>Certificated Management</td>
</tr>
<tr>
<td>Date Prepared:</td>
<td>April 30, 2013</td>
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<tr>
<td>Board Adopted:</td>
<td>May 7, 2013</td>
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BASIC FUNCTION

Under professional direction of the Director of Teaching and Learning, the Coordinator of Special Projects is responsible for ensuring English Learners and socioeconomically disadvantaged students are provided with an educational experience that maximizes their potential and prepares them for college and career. The Coordinator of Special Projects is responsible for leadership of all Federal, State and special projects within the Educational Services division.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

1. Implement a high quality, research-based comprehensive professional development program for all teachers, administrators and educational support staff which results in the provision of appropriate instructional services to English Learners. All professional development programs must be aligned to the district focus on implementation of the Common Core Content Standards and assessments, and closing the achievement gaps for English Learners and socioeconomically disadvantaged students.

2. Working collaboratively with Educational Services staff, Principals and teacher leaders, develop and implement an effective instructional program in English Language Development that results in English proficiency and achievement of grade level standards. Oversee the program design and assessments for English Language Learners and the Dual Immersion Academies.
3. Coordinate the development, writing and processing of various applications for educational program funds from Federal and State, and other sources. Work collaboratively with the Accounting Department to develop and monitor categorical or other grant budgets.

4. Coordinate and lead parent advisory committees, and expand educational and leadership opportunities for parents.

5. Compile and maintain required written records and reports on State and Federal projects and submit information as appropriate to other educational institutions, advisory groups, the California Department of Education and the United States Department of Education.

6. Collaborate with the Human Resources Office to insure the compliance and appropriate credentialing of all teachers of English language learners.


8. Collaborate with appropriate agencies to provide the necessary training programs needed to meet the FPM requirements for English language learners.

9. Collaborate with the Director of Teaching and Learning to further the English Learner goals of the Local Education Agency (LEA) Plan.

10. Responsible for compliance with all Federal and State guidelines, including District and site categorical budgets, Single Plans for Student Achievement, School Accountability Report Cards and State and Federal Program implementation.

11. Other related duties as assigned.

QUALIFICATIONS GUIDELINES

Knowledge of:

- Common Core Content Standards and 21st Century Learning skills.
- English Learner programs and research-based instructional practices
- Effective team building strategies and communications skills.
- Development and monitoring of budgets (as they relate to Federal and State Projects)
Ability to:

- Establish, modify and maintain effective systems supporting curriculum development, instruction, and assessment.
- Organize and facilitate staff development.
- Establish priorities while managing multiple deadlines and projects.
- Work effectively with principals, teachers, parents, community members, agencies/organizations and culturally and linguistically diverse groups.
- Establish program operating policies, procedures and manuals.

EDUCATION/TRAINING/EXPERIENCE

- Masters’ degree (or higher); minimum of three years of classroom teaching experience;
- Minimum two years of experience managing related projects or programs; or an equivalent combination of training and experience.

Licenses/Certificates/Special Requirements:

- Valid California Driver’s License
- Valid California Teaching credential
- BCLAD preferred, Spanish bilingual preferred
- Possession of or the ability to qualify for a Preliminary or Clear California Administrative Services Credential.

WORK ENVIRONMENT

Employees work under typical office and school site conditions, and the noise level is usually quiet or moderately quiet. The employee frequently drives to District sites and other locations, attends meetings and provides training.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are required to constantly sit and/or stand for periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel or operate standard office equipment; and reach with hands and arms. Employees are frequently required to stand and walk, bend and stoop, and to grasp, lift and move records, documents and
objects typically weighing less than 20 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus, seeing to read, analyze and review complex staff development plans, strategies and documents.

**Mental Demands:**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, managers, staff, vendors, school administrators, the public, and others encountered in the course of work.

**BP 4030:**
The Board of Trustees prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any district site and/or activity.