

Job Title: EARLY LEARNING INTERVENTION COORDINATOR

Definition:

Under the general supervision of the Assistant Superintendent of Educational Services and direct supervision of the Director of Early Learning, the Early Learning Intervention Coordinator provides leadership and support in the development, coordination, and implementation of early learning intervention programs for children in the Early Learning Program.

Position Summary:

The Early Learning Intervention Coordinator collaborates with the Educational Services Department to establish and maintain a comprehensive, developmentally appropriate social-emotional learning program for all students. This role emphasizes promoting positive mental health, social-emotional learning, and behavior support within early learning classrooms while ensuring appropriate supports and placements for students with disabilities. The coordinator works with staff, families, and related service providers to implement effective interventions and ensure compliance with applicable laws, board policies, and administrative regulations.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all these tasks or may perform similar related tasks not listed here.

1. Support the social-emotional and mental health needs of children in early learning programs.
2. Provide coaching and consultation to teachers on classroom management, behavior intervention strategies, and trauma-informed practices.
3. Coordinate placement and support for students with disabilities within early learning programs.
4. Collaborate with school/classroom teams to design interventions that foster positive behavior and inclusive practices.
5. Serve as a resource to families regarding child development, behavioral concerns, and community resources.
6. Facilitate professional development for teachers and support staff in areas of instruction, social-emotional learning, behavior support, and early intervention.
7. Monitor and evaluate student progress and program effectiveness to ensure improvement.
8. Collaborate with behavior support teams and external services to collect, monitor, and distribute data used to evaluate the effectiveness of behavior support staff and strategies implemented within classroom settings.
9. Establish partnerships with district departments and community organizations such as law enforcement, mental health, and family services agencies within the Lancaster community to support, promote, and assist students who have social, emotional, and behavioral needs.
10. Ensure compliance with state and federal requirements related to early childhood and special education programs.
11. Develop and implement systems of tiered behavioral and mental health support (MTSS, Teaching Pyramid, social-emotional learning frameworks) to address the needs of all students.
12. Provide crisis intervention support for students experiencing immediate social, emotional, or behavioral challenges, and assist staff, in collaboration with contracted services, in implementing de-escalation strategies.
13. Support teachers in embedding social-emotional learning (SEL) practices into daily instruction to build student resilience, self-regulation, and problem-solving skills.
14. Performs other related duties as assigned.

Minimum Knowledge of: The individual selected for this position is expected to demonstrate knowledge of:

- Early childhood development, including cognitive, social-emotional, and behavioral domains.
- Principles of child mental health and age-appropriate interventions for young children.
- Positive behavior intervention and support strategies, classroom management, and trauma-informed practices.
- Federal and state laws and regulations related to early childhood education and special education (CSPP, IDEA, ADA, Section 504, etc.)
- Strategies for supporting inclusive practices and promoting the Least Restrictive Environment (LRE) in preschool settings.
- Effective methods for coaching and supporting teachers and paraprofessionals.
- Family engagement practices that promote strong home-school partnerships.
- Collaboration with community resources and agencies that support young children and their families.

Skill and Ability to:

- Establish and maintain cooperative relationships with administrators, school personnel, parents, students, co-workers, and the public.
- Communicate effectively orally and in writing.
- Maintain the integrity of confidential information relating to a student, family, colleague or district patron.
- Effectively advise and evaluate appropriate personnel.
- Use tact, patience, and courtesy when dealing with students, parents, staff and the community.
- Attend and participate in relevant training.
- Operate computer and related software as it pertains to job duties.
- Take initiative and work independently with limited direction while handling multiple tasks.
- Analyze situations accurately and adopt a course of action in collaboration with the Director of Early Learning.
- Support other administrators when needed.

Education, Training, and Experience: (minimum requirements)

Education/Credentials:

- California Administrative Services Credential – (or working toward acquiring one within two years of entry into this position)
- Master's degree in Early Childhood Education, Human Development, Psychology, or another related field.
- Pupil Personnel Services Credential with a specialization in school counseling or school social work, and in addition to child welfare and attendance authorization.
- Completed twelve (12) semester units in Early Child Education or Child Development
- Licensing required Immunizations: Current TDap, MMR, clear TB, yearly Influenza vaccine or waiver required to complete within 30 days of hire.
- Valid/Current Adult/Infant First Aid and CPR certification

Experience:

- At least three years of experience working with children 0-5 years old.

Desirable Qualifications:

- Knowledge of child development, social-emotional learning, and/or behavioral interventions.
- Experience in a preschool program within the last 5 years
- Familiarity with Federal and State Education Code
- Intermediate computer skills
- Bilingual in Spanish
- Experience in an Early Intervention Program
- Knowledge of Emergent Literacy and research-based literacy strategies
- Current NCI certification (Non-Violent Crisis Intervention)

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print, and allows accurate observation from a distance.
- Require the mobility to stand, run, stoop, reach and bend.
- Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform lifting, pushing, and/or pulling which does not exceed 75 pounds and is in an infrequent aspect of the job.
- May be required to work at a computer terminal for prolonged periods.
- Is subject to inside and outside environmental conditions.
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings.
- May be required to complete and pass a health screening prior to being hired as a condition of employment.
- Required to have live scan fingerprinting completed and cleared prior to being hired as a condition of employment.
- Provide own transportation to different preschool sites (Must have a valid California driver's license & automobile insurance).

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		X	
Standing		X	
Walking		X	
Bending (neck)		X	
Bending (waist)		X	
Kneeling		X	
Reaching		X	
Stooping		X	
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		
Walking on uneven ground	X		

	Lifting			Carrying		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.		X			X	
11 – 25 lbs.		X		X		
26 – 50 lbs.	X			X		
51 – 75 lbs.	X			X		

Mental Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write			X
Plan			X
Multi-Task			X

Equipment Use:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone			X
Copier			X
Computer			X
FAX Machine	X		
Radio	X		