

CONTRA COSTA COUNTY OFFICE OF EDUCATION

CLASS TITLE: CPIN ENGLISH LEARNER LEAD

BASIC FUNCTION:

Under the direction of the Director I, Region 4 California Preschool Instructional Network, the English Learner Lead will work with the Director in maintaining a regional California Preschool Instructional Network (CPIN) for Region 4. CPIN is a statewide project of the California Department of Education (CDE) in partnership with the Curriculum and Instruction Steering Committee (CISC). Its purpose is to provide consistent and high quality professional development for preschool administrators and leaders in early childhood programs. The focus is on school readiness, transition to kindergarten, *California Preschool Learning Foundations* (Social-Emotional Development, Language and Literacy, English Language Development for English Learners), Mathematics, Visual and Performing Arts, Physical Development, Health, Social-Science and Science), for all children, including English Learners and those with special needs.

Additional responsibilities include ensuring the activities specified in the CPIN Plan are appropriate for all children, including those who are learning English; serving as liaison and resource to each county, district, county office of education and individual early childhood programs within the region; and assisting with design and implementation of professional development, coaching and onsite individual technical assistance for early childhood education program personnel focused on English Learners.

REPRESENTATIVE DUTIES

ESSENTIAL DUTIES:

Work closely with the Regional CPIN Director and provide leadership to Region 4 CPIN that provides current information and research, resources, and sharing of best practices with a focus on *California Preschool Learning Foundations* that is supportive of the needs of all children, with an emphasis on children learning English.

Coordinate research-based professional development opportunities for preschool administrators/leaders that are consistent with statewide *California Preschool Learning Foundations* and CDE's Preschool English Learner Resource Guide publication, *Principles and Practices to Promote Language, Literacy, and Learning*.

Collaborate with national, statewide and local, experts, provide materials and resources to support the language and culture needs of all EL preschool children, including but not limited to Latino/Hispanic, African American and Asian populations.

Provide leadership to preschool sites feeding into high need elementary schools as identified by CDE API/AYP data. Provide instructional coaching and onsite individual technical assistance to preschool directors, site supervisors, teachers and instructional

CPIN English Learner Lead - Continued

assistants as stipulated in the state CPIN *Program Implementation Agreement*. Coordinate and lead articulation discussions between preschool and early elementary administrators and teachers based on the *California Preschool Learning Foundations*, the *Kindergarten Through Third Grade Content Standards for California Public Schools*, and accompanying Curriculum Frameworks.

Participate in and provide leadership to statewide CPIN workgroups that develop and monitor progress of intake, protocol and evaluation documents/processes consisting of CDE's Field Service Officers who monitor Title V contracts for compliance and Supporting Early Education Delivery Systems (SEEDS): Early Childhood Special Education Training and Technical Assistance consultants and CPIN Leads.

Monitor and evaluate the educational effectiveness and operational efficiency of onsite coaching and technical assistance and support of English Learners.

Receive and respond to administrator and teacher input concerning onsite coaching and technical assistance.

Inform preschool practitioners of research-based resources, events and opportunities within the region and across the state that support English Learners.

OTHER DUTIES:

Lead and contribute to statewide and regional activities as related to CPIN.

Develop quarterly progress reports with Director.

Present and provide leadership at state meetings, CPIN Advisory Committee meetings, other meetings and conferences on behalf of CDE/CDD.

Disaggregate and analyze program and student accountability data related to English Learners including the Desired Results Developmental Profile 2010, Early Childhood Environment Rating Scale (ECERS), and Early Language and Literacy Classroom Observation (ELLCO) tool.

Oversee the work of consultants and other contractors as assigned.

Participate in the development of the annual CPIN budget for English Learners.

Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

California Preschool Learning System, including the *California Preschool Learning Foundations*, Curriculum Frameworks, Preschool English Learner Resource Guide and Desired Results system of accountability.

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Characteristics of high quality early childhood programs and environments as outlined by California Early Learning Quality Improvement System (CA ELQIS), Rand Study data and ECERS.

Strategies for including English Learners in regular preschool programs.

Early childhood social-emotional development research and strategies based on the *California Preschool Learning Foundations* and the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training and resources.

Current trends in educational methods for children who are acquiring English.

The stages of language acquisition and pathways to bilingualism.

Program models for serving young English Learners.

Strategies for engaging families in language and literacy activities.

ABILITY TO:

Work independently with little direction.

Ensure that training and technical assistance content and activities are available and appropriate to programs serving young children who are acquiring English.

Collaborate and network with a variety of organizations, such as county offices of education, school districts, universities, colleges, resource and referral agencies, and local planning councils for childcare and development to provide high quality training to the early childhood field.

Provide and facilitate professional development at CPIN Network meetings for administrators, teacher trainings, meetings and conferences.

Complete high quality, accurate work in a fast-paced, customer-focused environment.

Plan meetings/events.

EDUCATION AND EXPERIENCE:

Bachelors Degree in early childhood, elementary education, or related field.

Four years increasingly responsible experience in early childhood or elementary education, social services or related field.

Experience working with English Learners in the early childhood/elementary system.

Experience coordinating, designing and/or providing professional development and follow-up support to early childhood administrators, teachers and instructional assistants.

Experience coaching and providing feedback to early childhood/elementary teachers.

Experience adapting materials and environments to better meet the needs of English Learners.

LICENSES AND OTHER REQUIREMENTS:

Valid Multiple Subject Teaching Credential or Child Development Master Teacher Permit or higher level on the Commission on Teacher Credentialing's, "Child Development Permits" matrix.

Valid California driver's license.

Bilingual Biliterate preferred.

WORKING CONDITIONS

ENVIRONMENT:

Office equipment

Ability to drive around the 7 county Bay Region 4 CPIN area and to Sacramento.

Ability to attend out of region multiple day meetings and trainings.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information.

Sitting for extended periods of time.

Seeing to view a computer monitor and read a variety of materials.

Lifting and transporting training materials as needed.