

SELPA PROGRAM SPECIALIST

Definition:

Assist regional, County Office, district and site staff; assess, plan, develop, implement and evaluate curriculum and instruction by coordinating staff development activities with other agencies and conducting in-service workshops; provide direction and training to classroom and administrative staff in the areas of assessment, instruction, curriculum and behavior management; assist in identifying, developing and implementing appropriate use of resources for instructional and administrative applications and perform related duties as assigned.

Distinguishing Characteristics:

- Under the guidance of a department director, initiates and coordinates activities.
- Contacts with others include peers and supervisors within the department, County Office staff, district and site personnel and the public at meetings, workshops, trainings, presentations, special events and/or conferences.
- Makes recommendations to the budget manager and may manage budgets for short-term and/or special projects.
- Provides a variety of unique instructional services within classrooms throughout the county including direct consultation and assistance to parents in securing appropriate services for their special education children.

Supervision Received and Exercised:

General direction is provided by the Director, Special Education Local Plan Area (SELPA).

Examples of Duties and Responsibilities:

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

- Provide SELPA-wide training and staff development activities in the areas of demand-based curriculum, effective methodology and strategies in the area of instruction and other areas designed by the Director, SELPA;
- Train teachers to employ behavior management systems;
- Develop and deliver training materials to improve activities in performance object writing, behavior intervention guidelines, classroom behavior management systems, behavior analysis, community-based instruction, basic academic skills and others as appropriate;
- Plan, organize, coordinate and conduct staff development workshops, trainings and presentations for teachers, support staff, administrators, boards, public and other agencies in the areas of assessment, curriculum, instructional strategies, compliance, planning for change, behavior management/self-esteem, student study teams and other areas as requested;
- Provide coordination, consultation, technical assistance and program development for regular and special education in one or more areas of speciality;
- Assist in the implementation of a MIS/Pupil Count Program, including training, providing technical assistance, completion of state reports, acting as liaison between districts, the County Office and the California State Department of Education;
- Conduct classroom observations to assess program needs and make recommendations for instruction and training;
- Maintain strict confidentiality on job related matters;
- Write instructional assessment reports and plans;
- Keep abreast of new developments and research in special education and keep SELPA current as to these developments;
- 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 visitations;
- Participates in the acquisition of grants and other sources of funding for programs and projects, coordinates and participates in writing proposals and agreements; ensures that grants and agreements are properly administered;

- Develop personal goals and objectives which support and are consistent with the goals of the SELPA as determined by the Superintendents' Council;
- Maintain professional competencies in areas of responsibility; maintain contact with and participate in professional job related organizations; serve as a liaison to professional groups;
- Assist local education agencies in resolving state law compliance complaints; conducting mediation and due process hearings;
- Perform related duties as assigned.

Employment Standards:

Knowledge of:

- Principles, practices, methods and strategies applicable to behavior analysis, systematic instruction, curriculum development and evaluation;
- Learning theory and effective staff development strategies and practices;
- Inter-agency relationships and effective methods of program coordination;
- Program planning and evaluation designs and models;
- Federal, state and local laws, codes, regulations and requirements as they relate to special education;
- Current research and methodologies regarding the education of students on the autism spectrum;
- Program planning issues for the implementation of Response to Intervention (R&I);
- Current techniques in research and development in field speciality; i.e. signing, speech/language, learning disability, etc.;
- Behavior management theories and methodology;
- Counseling techniques and methodology;
- Educational techniques, tests, materials, methods, theories and trends in assessing and identifying student learning and behavior characteristics.

Ability to:

- Respond promptly to requests of internal and external clients; provide needed direction, assistance, training, materials and resources;
- 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;
- Analyze data and situation(s); render judgment, make decisions and solve problems efficiently and effectively;
- Conceptualize new ideas and approaches, integrate them into a coherent program; initiate cost effective programs and services;
- Monitor and manage budget(s); anticipate revenue and expenditure needs and changes;
- Plan, organize and conduct training, in-service and staff development activities; coordinate curriculum and instruction, projects, conferences, events and activities;
- Maintain and improve professional skills and knowledge;
- Be flexible and receptive to change;
- Interpret and administer applicable laws, codes and regulations.

Desirable Qualifications:

Teaching and program planning experience preferred with particular emphasis will be paid to Response to Intervention (RtI).

Education and Experience:

Any combination of education and experience that would likely provide the 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 special education or closely related field.
- School Psychology experience preferred.

Experience:

- Five (5) years of experience, including experience in staff development and in-service training.

Credentials:

- Appropriate valid California Teaching Credential or California Pupil Personnel Services Credential and a California Administrative Services Credential are required.

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 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.