

ORANGE UNIFIED SCHOOL DISTRICT

COORDINATOR, SPECIAL EDUCATION - LEARNING SUPPORT SERVICES

DEFINITION

Under direction and in collaboration with Educational Services, to plan, organize, and coordinate the special education instructional design and program; to plan, organize, and coordinate the special education staff development program and delivery systems; to assist in the planning, organization and coordination of research and development processes, including methods for collaboration and co-teaching to improve student learning and assessment processes; to participate in the District special education master planning activities; serves as a program specialist pursuant to EC 56368 (dependent upon certification); and to do other related functions as directed.

DISTINGUISHING CHARACTERISTICS

This position classification requires content standards knowledge for grades K-12, and in coordination of special education curriculum, intervention systems and instructional processes. Responsible and directly related experience in special education and general education collaboration is required to perform the required programmatic analyses using widely prescribed instructional principles and concepts. The position classification performs decision analysis processes and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbent meets and develops training frequently with school administrators, teachers, other staff, and parents to communicate information, data, and alternative problem solutions. This position classification performs light work involving sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, the ability to present oral information and direction, and the handling and working with instructional technology and assessment materials and objects. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Coordinate and participate in school site and District level professional development, program development, and innovation of special methods and approaches including instructional activities to support teachers in implementing standards based instructional programs to address the achievement gap for special education students.
- Plan, design and conduct in-service and pre-service training for principals, special education personnel and general education teachers regarding systematic implementation of response to intervention (RTI) process, co-teaching and collaboration strategies to enhance learning gains for special education students.
- Coordinate the efforts of collaboration design to train District administrative and instructional staff with the needs of special education children to facilitate the student inclusion process. Provide weekly in class support and coaching to promote standards based teaching.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for

individuals with exceptional needs.

- Provide leadership and expertise in assessing, identifying, formulating, and implementing District special education goals and objectives in compliance with state and federal legal mandates and guidelines to assure that pupils have full educational opportunity regardless of the district of residence.
- Provide leadership in the development of processes and strategies to recommend necessary human and monetary resources in order to achieve special education student learning goals.
- Provide coordination, consultation and program development primarily in one specialized area or areas of the incumbent's expertise.
- Establish communication feedback systems and processes for monitoring special education program effectiveness and quality of instructional design.
- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Assist in planning, monitoring and review of specialized support staff, and instructional aide functions and activities.
- Advise, counsel, and assist members of District and special education advisory groups to ensure thorough and complete communication.
- Assist in planning, organization, and implementation of special education budget planning guidelines and procedures, and expenditure control strategies.
- Develop and maintain management information and record systems necessary for completion of required county, state, and federal reports.

QUALIFICATIONS

Knowledge of:

- K-12 content standards, data analysis, research based instructional design, co-teaching and collaboration strategies, Response to Intervention (RTI), and English Learner strategies.
- Relevant K-12 classroom instructional practices and experience.
- Professional development practices and experience in facilitation, coaching and mentoring to support special education collaboration.
- Curriculum, instruction, and assessment focused on universal screening and continuous classroom support for collaboration and increased learning gains for Special Education students.
- Research and development strategies, processes, and techniques;
- Human relationships, conflict resolution strategies and procedures, and team building methods and techniques;
- Philosophical, educational, fiscal, and legal aspects affecting a special education instructional program;
- Organization, planning, and program evaluation strategies, techniques, and procedures;
- Safe working methods and procedures.

Ability to:

- Plan, organize and coordinate District special education curricular and instruction program;

- Establish and maintain a strong interest in innovation, with a willingness to take initiative in supporting co-teaching Models
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate solutions;
- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication;
- Establish and maintain cooperative organizational, public, and educational community relationships.

EXPERIENCE AND EDUCATION

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

Experience:

Three years of successful teaching and coordinating special education professional development and activities.

Education:

Equivalent to completion of an earned Master of Arts or higher degree from a recognized college or university in curriculum and instructional programming, or a closely related field.

Certification Requirement

Possession of a credential authorizing supervision or administration in California Public Schools. For service as a program specialist, possession of a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization.

License Requirement

Possession of a valid California Motor Vehicle Operator's License.

Condition of Employment

Insurability by the District's liability insurance carrier.