



PROGRAM SPECIALIST – SCHOOL CLIMATE & CULTURE

Certificated Job Description

IMMEDIATE SUPERVISOR:

Assigned Coordinator

ESSENTIAL FUNCTIONS:

1. The Program Specialist – for School Climate & Culture will provide support in all positive school climate aspects that upholds educating the whole child. Focus may include: school climate and culture frameworks, MTSS, SEL, PBIS, prevention, safe schools, mental health services, trauma-informed schools and other school counseling principles and compassion systems.
2. Act as a resource by developing, facilitating, and providing training to school districts and the county office in the area of school climate with an emphasis in school counseling and social-emotional development.
3. Function as part of a team to create, deliver and maintain support and implementation of a high-quality School Climate programs.
4. Plan, organize, and promote various activities necessary for the implementation of emotional support frameworks and evidence-based continuum of school based mental health services addressing all tiers of needs.
5. Act as a resource to school districts and the county office in the area of School Climate & Culture.
6. Plan and deliver professional development and meetings and develop resources to facilitate the professional growth of participants.
7. Participate in appropriate statewide, regional and local training activities.
8. Other duties as assigned.

MINIMUM QUALIFICATIONS:

- A. Personal Qualifications:
 1. Knowledge of and willingness to stay abreast of fundamental principles of quality professional development, effective teaching, and curriculum development.
 2. Possession of a broad repertoire of presentation, facilitation, and pedagogical skills.
 3. Knowledge of and willingness to stay abreast of current trends, innovations, and practices in staff development, school counseling principles, theory and

counseling techniques.

4. Knowledge of and willingness to stay abreast of the use of data, data analysis, and data visualization.
5. Knowledge of and willingness to stay abreast of effective promising practices for school climate and student wellness.
6. Demonstrate personal characteristics that are conducive to good communication and self-management.
7. Willingness to abide by the rules and regulations of the Office of the Kern County Superintendent of Schools in a professional manner.
8. Ability to drive to various school sites and meeting locations.
9. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
10. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

B. Professional Qualifications:

1. Demonstrate highest standards of professional integrity, honesty, ethics, confidentiality and professionalism.
2. Ability to express oneself effectively in public, in conference and in writing, and to use these skills to lead professional development meetings.
3. Ability to provide leadership in the development and implementation of instructional practices.
4. Ability to work harmoniously and effectively with administrators, other staff members, program participants, district partners and stakeholders.
5. Proven ability to work effectively with diverse groups and individuals.
6. Ability to effectively structure, organize, systematize and complete tasks and activities.
7. Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

TRAINING AND/OR CREDENTIALS:

A. Education:

1. Must hold a Bachelor's degree from an accredited college or university.
2. Must hold appropriate Teacher or Pupil Personnel Credential(s).
3. Master's degree preferred.

B. Experience:

1. Successful experience in School Counseling, teaching, or related field in direct and indirect services to students.
2. Experience and knowledge in developing and conducting professional development activities for adults.
3. Successful experience participating as a member of the educational team utilizing leadership and collaborative skills.
4. Successful experience in the use of data to guide decision making and student development outcomes.
5. Experience mentoring teachers preferred.

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5/16/2023

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