



PROGRAM SPECIALIST, SPECIAL NEEDS/SELPA

Certificated Job Description

IMMEDIATE SUPERVISOR:

Coordinator

ESSENTIAL FUNCTIONS:

1. Observe, consult with and assist special education teachers, specialists and paraprofessionals to develop, enhance, and implement programs and services for students with special needs.
2. Provide leadership to instructional and support personnel related to best practices in meeting the identified educational goals of students in both general and special education settings.
3. Develop, coordinate, and deliver staff development workshops, materials, and resources throughout the Kern County Consortium SELPA.
4. Provide consultation and program development to districts in areas related to specific disabling conditions, areas of expertise, and inclusive practices in instruction.
5. Assist in the responsibility of assurance that students with special needs have full educational opportunities throughout the SELPA member districts.
6. Perform any additional duties as assigned by supervisor.

MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Knowledge of and willingness to stay abreast of current trends, innovations, and practices in the education of children with disabilities.
2. Specialized in-depth knowledge in one or more major disabling condition(s), core curriculum, and positive behavioral interventions.
3. Demonstrate personal characteristics that are conducive to good communication and self-management.
4. Willingness to abide by the rules and regulations of the Office of the Kern County Superintendent of Schools in a professional manner.
5. Ability to stand, sit, reach, grasp, stoop, bend, push, pull, and kneel.
6. Persons performing in this position may need to exert 25 pounds of force to lift, carry, push, pull or otherwise move objects.

7. Manual dexterity to operate office, multimedia and computer equipment.
 8. 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.
 9. 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 an understanding of the unique needs of children, parents, specialists, teachers, administrators, other professionals, agency staff and the public.
 2. Demonstrate highest standards of integrity, honesty, ethics, confidentiality and professionalism.
 3. Ability to express oneself effectively in public, in conference, and in writing.
 4. Ability to work harmoniously and effectively with administrators, teachers, and other staff members and district personnel.
 5. 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. Appropriate California credential(s) or equivalent as specified by regulation, including a valid Special Education credential or School Psychologist authorization, or California credentialing services as a speech and language pathologist.
 2. Master's Degree.
 3. Specialized in-depth knowledge in one or more major handicapping condition(s), core curriculum, and instructional methodologies.
- B. Experience:
1. Three years educational experience in general or special education classroom instruction or related experience in working with special needs children.
 2. In depth experience and knowledge of methods, strategies, and interventions for students with special needs including the use of visual schedules and structures, alternatives to verbal communication, and augmentative communication.
 3. Successful diagnostic and prescriptive experience in working with children with special needs including experience in determining academic strengths and deficits, matching learning needs to learning modalities, and alignment of instruction.
 4. Thorough practical knowledge in systematic observation, data tracking methods, and implementation of appropriate behavioral interventions for students with special needs in a variety of educational settings.

5. A history of demonstrated excellence in oral and written communication.
6. Staff development experience.
7. Background in transition planning for mild/moderate and moderate/severe students is preferred.

TS:gs

6/17/16

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