

NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position Title:	Instructional Specialist – Special Services
Salary:	Certificated Salary Schedule
Reports to:	Director of Special Services

SUMMARY:

The Instructional Specialist – Special Services provides leadership to District staff in providing best practice academic and behavioral supports and interventions for preschool through young adult students with a wide range of disabilities and special needs.

Distinguishing Characteristics: The Instructional Specialist is a teacher, information specialist, instructional partner, and teacher leader. The position is designed to develop curriculum and instruction that supports equitable access of information for students with specialized needs, so they can learn and acquire knowledge and skills in relevant, real world contexts.

Nature and Scope: The Instructional Specialist provides consultation, coaching, one-to-one and group presentations; classroom support; and instructional and behavioral strategies for general education teachers, special education teachers, administrators, para-educators, and parents. In the execution of these functions, curriculum/instructional specialists must assume several distinct roles, including:

- As a professional, well versed in Common Core State Standards, development of standards-based IEP goals, and implementation of the CCSS in kindergarten-12th grade.
- An instructional role, academic and behavioral interventions, curriculum and methodologies identified as best practices utilized in teaching students with disabilities.
- A consultative role, which includes active consultation with teachers as they plan instruction to ensure the incorporation of appropriate curriculum, integration of media/technology skills in classroom units, and coaching support related to effective implementation of instructional strategies and practices.
- A technology role, develop program plans and support the implementation of instructional methodology, specialized equipment, Augmentative and Alternative Communication (AAC), and Assistive Technology (AT) for students with disabilities who have specialized needs.
- A data and assessment role, support other district staff and facilitate the assessment of programmatic needs of students with a wide range of disabilities and needs.
- A leadership role, provide training and consultation services for teachers, para-educators, administrators and families regarding appropriate academic and behavioral interventions, curriculum, and best practice teaching methodologies for students with disabilities or other needs.

The following statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

PRINCIPLE DUTIES AND RESPONSIBILITIES

1. Curriculum adaptation methodology to support the academic and social-emotional growth of students with mild to significant disabilities.
2. Consults on curriculum development and material selection aligned with State frameworks and analyzes curriculum changes and advances in technology to meet the instructional needs of students.
3. Assists with student performance assessments and testing
4. Acts as an advocate for appropriate curricular changes and modifications
5. Supports in the planning, coordinating and facilitating department and collaboration meetings, as appropriate
6. Acts as a instructional resource to teachers by providing additional research-based strategies and materials for use in the classroom by teacher and other staff whom deliver instruction
7. Participates in Instructional Rounds and coordinates sharing of feedback for the purposes of improving instructional practices
8. Supports and ensure full implementation of the District's adopted core program, and/or the intensive interventions programs, including on-site credit recovery
9. Is involved in, and knowledgeable of, the instructional delivery of adopted programs and appropriate modifications needed to serve English learner students and students needing specific special education instructional settings
10. Assist in development and coordination of written communications to and from parents of participating students
11. Provide assistance to special educators and/or other district staff in documenting and evaluating student progress and assisting in special education program evaluation activities.
12. Attend IEP/504 meetings as-appropriate and serve as a resource for IEP/504 team members.
13. Provide specialized training and consultation in the adaptation of curriculum and delivery of services to meet the academic, social-emotional and language needs of students served in preschool classes, inclusive classrooms, resource programs, and learning center programs for students with mild to severe disabilities.
14. Provide training in the development of positive Behavior Intervention Plans (BIPs), appropriate use of behavioral interventions, and professional crisis response. Monitor behavioral needs of students and coordinate assessments for Special Circumstance Instructional Assistance (SCIA) and BIPs for students.
15. Coordinate formal trainings for special education para-educators in order to increase professional skills and to promote best practice strategies for working with students with disabilities who display challenging behaviors.
16. Act as a liaison with community agencies including, but not limited to San Andreas Regional Center (SARC) and Monterey County Behavioral Health.
17. Monitor services for District students with emotional disturbance/behavioral challenges provided by Nonpublic Schools (NPSs), Nonpublic Agencies (NPAs), and Monterey County Office of Education (MCOE). Monitoring shall include observations in a variety of locations, collaboration with outside agencies, monitoring home-based services, and attending IEPs as-appropriate.

18. Support the Special Services Department by collecting and analyzing behavioral data and providing recommendations for interventions based upon the data.
19. Attend and participate in professional trainings to maintain a high level of skill and awareness of emerging methodologies and best practices.
20. Perform other non-instructional duties as assigned, according to District policies and procedures.

Professional Activities and Growth:

1. Maintain professional competence through participation in in-service education activities provided by the District and in self-selected professional growth activities.

QUALIFICATIONS

Education:

- Master's degree in special education, school administration or school psychology.
- California Teaching Credential with Special Education Specialist authorization in Moderate/Severe Disabilities or Mild/Moderate Disabilities or California Pupil Personnel Credential with School Psychologist authorization.
- Experience in the training of teachers, parents, administrators and para-educators in assessment, planning, implementation and documentation of various interventions for students with Emotional Disturbance and/or social-emotional and behavioral needs.
- Experience in coordination of activities and special education services with school sites and community agencies.
- Valid California driver's license and evidence of insurability; personal automobile for job-related travel; Criminal Justice Fingerprint Clearance.

Experience:

- A minimum of 5 years teaching experience with students with disabilities, or practice as a school psychologist, including extensive experience with students with behavioral challenges.
- Experience with the effective use of media and technology in the classroom
- Previous experience in curriculum development, coaching, facilitating and presenting to other classroom teachers

Knowledge of:

- Language and cultural competency to effectively communicate with parents and students who are not English speakers
- Ability to understand, analyze and interpret student performance and program data
- Effective teaching strategies to ensure differentiation of instruction
- District policies and procedures that govern program and curriculum.
- The California Standards for the Teaching Profession.
- Positive Behavioral Interventions and Supports (PBIS) and development of appropriate Behavior Intervention Plans and interventions for students all students, and specifically students with disabilities.
- California Education Code, IDEA, relevant case law and parent rights related to special education.
- Team building and collaborative group process techniques.

Ability to:

- Accept individual differences in students and parents. Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

- Demonstrate strong interpersonal skills using tact, patience and courtesy.
- Establish and maintain cooperative relationships with students, school personnel, parents, vendors, co-workers and the public.
- Communicate effectively in the English language both orally and in writing.
- Organize work, programs and activities to meet schedules, timelines and deadlines.
- Maintain accurate, up-to-date, and organized record-keeping and writes uses report-writing techniques, Maintain confidentiality regarding student records
- Work independently with appropriate direction; be reliable, self-directed, and self-motivated.
- Be creative and flexible in meeting the diverse needs of students and parents.
- Analyze situations accurately and adopt an effective course of action.
- Use initiative and judgment in discussing problems with the public and District staff, involving office practices and policies.
- Effectively communicate and collaborate with staff regarding issues related to students with disabilities or specialized needs.
- Facilitate IEP and other meetings in a professional manner that supports parents and staff in meeting student needs.
- Train general and special education teachers, para-educators, administrators and other specialists in appropriate methods to educate students with disabilities.
- Consult with multidisciplinary teams regarding assessment, developing appropriate IEP goals, planning appropriate academic and behavioral supports and interventions, and gathering data regarding student progress.
- Organize and schedule time commitments to meet demands of job.
- Provide a reliable automobile and travel to various locations within the District and County.

DESIRABLE QUALIFICATIONS:

- Ability to speak a language in addition to English

PHYSICAL REQUIREMENTS:

Physical, mental and emotional stamina to perform the duties and responsibilities of the position; manual dexterity sufficient to write, use telephone and business machines and related equipment; vision sufficient to read printed materials, hearing sufficient to conduct in person and telephone conversations; speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups; physical agility to push/pull, squat, twist, turn, bend, stoop, and to reach overhead, climb and move in an emergency situation; physical mobility sufficient to move about the work environment (office, district), drive an automobile and respond to emergency situations; physical strength sufficient to lift 20 pounds alone and more with a two-person lift; physical stamina sufficient to sit for prolonged periods of time; physical tolerance to be exposed to dust pollen, specific agents/chemicals, cleansers, unpleasant smells; mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

This job description is not intended to be all-inclusive. The employee will also perform other reasonably related business duties as assigned by the supervisor or other management

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works indoors and may occasionally work outdoors. The noise level is usually mild to moderate.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed. Individuals holding this position may perform additional duties and additional duties may be assigned.

Board Approved: May 7, 2015