



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Program Specialist, Special Education

Class Code: 1066

Work Days: 210

GENERAL PURPOSE

Observe, consult with, and assist special education staff at the school district level at the Orange County Department of Education (OCDE), local school districts, and/or the North Orange County SELPA (NOC SELPA). Plan programs, coordinate curricular resources, and evaluate the effectiveness of programs for individuals with exceptional needs; participate in staff and program development related to the special methods and approaches of providing special education services; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff
2. May provide direct supervision over technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
2. Coordinate, organize, and plan educational programs for OCDE, Orange County school districts, and/or NOC SELPA.
3. Provide ongoing training, consultation, and guidance on the use of new and innovative methods, strategies, and materials that enhance the education progress of special education students; consult with teachers, administrators, and parents regarding the operational aspects of a special education program.
4. Provide assistance to students, parents, teachers, and other staff in solving school-related problems and coordinating instructional programs between home and school; Model and demonstrate best practices and instruction for both 1:1 and small group settings.
5. Participate in the development of Individualized Education Programs (IEPs), which include annual goals and short-term objectives for students with exceptional needs; assist special education staff in coordinating appropriate curricular resources to ensure IEP objectives are met in an organized and sequential manner.
6. Serve as a resource and liaison to IEP teams regarding placement considerations in unique and complex cases.

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7. Participate in the coordination of assessments conducted by various professionals within the school and community.
 8. Assist teachers and other professional staff in the development of evidence-based instructional strategies and implementation of best practices in working with students with exceptional needs.
 9. Assist teachers and administrators in preparing for annual or requested reviews; participate in program reviews as necessary.
 10. Assist staff and families in planning effective transition from the preschool level through adult transition programs.
 11. Develop effective transition plans, maintain educational records, write educational goals, objectives, and consultation summaries, and assist in determining desired student outcomes.
 12. Respond to emergency situations involving students and student behavior.
 13. Represent OCDE or NOC SELPA programs at meetings with districts, counties, and state organizations.
 14. Demonstrate attendance sufficient to complete the duties of the position as required.
 15. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, and activities of special education programs.
2. Working with students with mild/moderate and moderate/severe disabilities.
3. Procedures, methods, and techniques of project and workflow management and organization.
4. Various evidence-based instructional methodologies related to students with disabilities, including communication, academic/functional, fine/gross motor, social-emotional/ behavioral, vocational, and adaptive/daily living skills.
5. Behavior management techniques, data collection, and procedures, including functional behavioral analysis and positive behavior support.
6. Assessment instruments and processes for students with exceptional needs.
7. IEP planning process and continuum of program options.
8. Team building techniques and project development.
9. Pertinent federal and state laws pertaining to special education, as well as local laws, codes, and safety regulations.
10. Recent developments, technologies, current literature, and sources of information related to special education services, planning, and administration.

Ability and Skill to:

1. Plan programs, coordinate curricular resources, and evaluate the effectiveness of programs for individuals with exceptional needs
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.

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3. Analyze and interpret instructional and behavioral data to monitor student progress.
 4. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
 5. Establish and maintain effective working relationships with various constituencies.
 6. Interpret and explain laws, codes, contracts, policies, and procedures.
 7. Develop and present training materials.
 8. Prepare clear and concise correspondence, reports, and other written materials.
 9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree in special education and three (3) years of educational experience, including at least two (2) years of experience working with special education or related programs; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing service as a Special Education teacher or as a clinician or specialist.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification often lift students and carry materials or equipment. They read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. This position includes the need to traverse uneven surfaces. May move students weighing up to 50 pounds and lift up to 100 pounds with assistance.

Must pass a pre-employment physical examination related to job duties/assignments and in accordance with relevant codes and regulations.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use mathematical reasoning; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people

encountered in the course of work including students, who may engage in potentially dangerous and/or abusive behavior.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast-paced with high pressure. Program needs may require work in the evening and/or weekend hours.