



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

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**Program Specialist, Learning Support Services**

**Class Code: 1550**

**Work Days: 225**

**GENERAL PURPOSE**

Assist in planning and conducting professional development activities and provide consultation, coaching, guidance, and technical assistance to regional, county, or local district leadership teams to support the implementation of learning support services, including School-Wide Positive Behavior Interventions and Supports (SW-PBIS) and Restorative Practices within a Multi-Tiered System of Supports (MTSS) framework; and provide assistance to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level management staff.
2. May exercise direct supervision over professional, technical, and 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; and implement policies and procedures.
  2. Organize, schedule, and implement a variety of training programs, workshops, and meetings to meet the needs of participants and develop training materials.
  3. Provide information, consultation, and technical assistance to Regional, County, and local learning support leadership teams.
  4. Develop curriculum to support the training of instructional staff.
  5. Plan and exchange information with other learning support professionals, and acquire and deliver effective services within the program.
  6. Serve as county representative for Learning Support Services.
  7. Attend conferences, trainings, and team meetings as required, including travel to various locations within California or out of state, as needed.
  8. Assist in the coordination of services to be provided by community-based agencies; coordinate training and implementation.
  9. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
  10. Demonstrate attendance sufficient to complete the duties of the position as required.
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11. Perform related duties similar to the above in scope and function as required.

## **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

### **Knowledge of:**

1. Recent developments, current research, and evidence-based practices related to learning support services.
2. CA MTSS, Implementation Science, Positive Behavior Intervention and Supports, Restorative Practices, and the Whole Child.
3. Basic procedures, methods, and techniques of budget control.
4. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
5. Procedures, methods, and techniques of project and workflow management and organization.
6. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.

### **Ability and Skill to:**

1. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
2. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
3. Establish and maintain effective working relationships with various constituencies.
4. Interpret and explain laws, codes, contracts, policies, and procedures.
5. Develop and present professional development activities and trainings.
6. Provide consultation and technical assistance to school-based leadership teams in the areas of data-driven decision-making and progress monitoring.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, and project consequences of proposed actions.
9. Communicate clearly and concisely, both orally and in writing, in English; and 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 an instructional program-related field and three (3) years of experience in education or an equivalent combination of training and experience.

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## **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 must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and 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. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

### **Mental Demands**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; 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.

## **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 essential functions.

Employee typically works in an office environment that is fast-paced with variable pressure.