



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

Coordinator, SELPA

**Class Code: 1157
Work Days: 210**

GENERAL PURPOSE

Train and consult with special education staff at the school district level; plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs and facilitate 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. Exercises direct supervision over professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work 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. Provide training and consultation on the use of new and innovative methods, strategies, and materials which enhance the education progress of special education students; consult with directors, administrators, teachers, and parents regarding the operational aspects of a special education program.
 3. Facilitate the provision of assistance to students, parents, teachers, administrators, and other staff in solving school-related problems and coordinating instructional programs between home and school.
 4. Review Individualized Education Programs (IEP) which include annual goals and short-term objectives for exceptional students; provide special education staff with appropriate curricular resources to ensure IEP objectives are met in an organized and sequential manner.
 5. Serve as a resource and liaison to IEP teams regarding placement consideration in unique and difficult cases.
 6. Select, train, supervise, and evaluate personnel; work with employees to correct deficiencies.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

7. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
8. Plan, prioritize, assign, and review the work of staff; prepare work schedules for appropriate staff.
9. Consult with directors, administrators, special education staff, teachers, parents, and students in modifying regular education programs for students determined to be ineligible for special education service.
10. Coordinate assessments conducted by various professionals within the school and community.
11. Prepare teachers and other professional staff for annual or requested reviews; participate in program reviews as necessary in unique or difficult situations.
12. Advise districts preparing for the State Coordinated Compliance Review.
13. Demonstrate attendance sufficient to complete the duties of the position as required.
14. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**Knowledge of:**

1. Principles of effective supervision, leadership, training, coaching and performance evaluation.
2. Basic operations, services, and activities of special education programs.
3. IEP Planning process and continuum of program options.
4. Instructional methodologies and strategies used to teach students with special education needs.
5. Principles of behavioral management and curriculum development appropriate for special education students.
6. Principles and procedures of program assessment and evaluation.
7. Basic procedures, methods, and techniques of budget preparation and control.
8. Procedures and requirements of the annual review process.
9. Recent developments, current literature, and sources of information related to special education services, planning, and administration.
10. Special education funding model.
11. California Education Code, California Administrative Code, and other pertinent federal, state, and local laws, codes, and safety regulations; as well as the policies, rules, and regulations of the Orange County Department of Education.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional, technical, and/or clerical employees; effectively delegate authority and responsibility.

Ability and Skill to (cont.):

2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Provide training for staff in order to facilitate implementation of instructional methodologies, curriculum materials, and current trends within special education.
4. Train staff to write an appropriate behavioral and instructional program for special education students.
5. Correlate diagnosed learning disabilities into written, measurable, and accountable objectives and provide the appropriate curriculum to meet student needs.
6. Design and analyze needs assessment data and implement training accordingly.
7. Utilize a multi-disciplinary assessment to implement an appropriate special education program.
8. Make judgments regarding appropriate placements within a continuum program.
9. Assess and evaluate program effectiveness and analyze for compliance.
10. Understand and interpret pertinent State Education and Administrative codes, policies, and procedures.
11. Establish and maintain effective working relationships with various constituencies.
12. Interpret and explain laws, codes, contracts, policies, and procedures.
13. Prepare clear and concise correspondence, reports, and other written materials.
14. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
15. 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 Master's degree from an accredited college or university with major course work in special education and four years of increasingly responsible educational experience involving special education programs.

Licenses; Certificates; Special Requirements:

Valid California Education Services credential and/or a credential authorizing services as a clinician or specialist or Pupil Personnel Services credential.

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

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 the essential functions.

Employee typically works in an office environment that is variably paced with moderate to high pressure.

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