

ORANGE UNIFIED SCHOOL DISTRICT

COORDINATOR, SPECIAL EDUCATION K-12 INCLUSIVE LEARNING SERVICES

DEFINITION

Under direction and in collaboration with Educational Services, to plan, organize, and coordinate the special education instructional design and program; to plan, organize, and coordinate the special education staff development program and delivery systems; to assist in the planning, organization and coordination of designing high-quality, research-based, effective academic systems of inclusive education for students with disabilities, including (but not limited to) methods for collaboration, full inclusive academic settings, learning center, and co-teaching to improve student academic learning and assessment processes; that will enable students with disabilities opportunities to participate in high-quality, 21st century learning that will address the needs of students as identified in the common core state standards in English Language Arts, English Language Development and Mathematics Frameworks, Mathematics; and to provide other related functions as directed.

DISTINGUISHING CHARACTERISTICS

This position classification requires content standards knowledge for grades K-12, and in coordination of special education curriculum, intervention systems and instructional processes. Responsible and directly related experience in special education and general education collaboration is required to perform the required programmatic analyses using widely prescribed instructional principles and concepts. The position classification performs decision analysis processes and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbent meets and develops training frequently with school administrators, teachers, other staff, and parents to communicate information, data, and alternative problem solutions. This position classification performs light work involving sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, the ability to present oral information and direction, and the handling and working with instructional technology and assessment materials and objects. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Coordinate professional development and instructional activities to support teachers in implementing standards based instructional programs to address the achievement gap for special education students.
- Plan, design and conduct in-service and pre-service training for principals, special education personnel and general education teachers regarding systematic implementation of response to intervention (RTI) process, co-teaching and collaboration/inclusion strategies to enhance learning gains for special education students.
- Support high-quality academic systems of instruction and intervention that will align with the Student Study Team (SST) process; including universal screening, progress monitoring, program support in intensive intervention for students with disabilities, best-first instruction, and best practices that positively impact student learning.
- Design and train district administrative and instructional staff on the model of inclusive

education; including research, data and instructional benefits that will address the learning gaps of students with disabilities.

- Assist in planning and research and development activities, including projecting, planning, and forecasting of future special education academic service programs and activities.
- Provide leadership and expertise in assessing, identifying, formulating, and implementing District special education goals and objectives in compliance with state and federal legal mandates and guidelines.
- Establish communication feedback systems and processes for monitoring special education program effectiveness and quality of instructional design; work with Educational Services to create alternative academic program options based on student needs, as needed.
- Assist in planning, monitoring and review of special education teacher, specialized support staff, general education instructional specialists, and instructional aide functions and activities.
- Advise, counsel, and assist members of district and special education advisory groups to ensure thorough and complete communication. Present to parent and shared stakeholders on inclusive education benefits and support systems that will increase academic achievement.
- Assist in planning, organization, and implementation of special education budget planning guidelines and procedures, and expenditure control strategies with Educational Services and the Office of Curriculum and Instruction.
- Develop and maintain management information and record systems necessary for completion of required county, state, and federal reports.

QUALIFICATIONS

Knowledge of:

- K-12 content standards, data analysis, research based instructional design, co-teaching and collaboration/inclusion strategies, Response to Intervention (RTI), and English Learner strategies, and Foster Youth students.
- Relevant 21st century K-12 classroom instructional practices and experience that focus on Communication Objectives, Response Frames, Purposeful Grouping, and Active Engagement; able to effectively integrate in inclusive classrooms the use of student communication, creativity, collaboration and critical thinking, questioning techniques, Bloom's Taxonomy and Depth of Knowledge (DOK).
- Professional development practices and experience in facilitation, coaching and mentoring to support special education collaboration; experience must include knowledge and use of Thinking Maps and Guided Language Acquisition Development (GLAD) and academic language acquisition.
- Curriculum, instruction, and assessment focused on universal screening, progress monitoring and continuous classroom support for collaboration and increased learning gains for Special Education students.
- Research and development strategies, processes, and techniques;
- Human relationships, conflict resolution strategies and procedures, and team building methods and techniques;
- Philosophical, educational, fiscal, and legal aspects affecting a special education instructional program;

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- Organization, planning, and program evaluation strategies, techniques, and procedures;
- Safe working methods and procedures.

Ability to:

- Plan, organize and coordinate District special education curricular and instruction program;
- Establish and maintain a strong interest in innovation, with a willingness to take initiative in supporting co-teaching/inclusion Models
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate solutions;
- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication;
- Establish and maintain cooperative organizational, public, and educational community relationships.
- In-depth experience in best-practices that positively impact instruction and learning pedagogy
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team.
- Strong community-building skills; experience in mentoring or coaching teachers
- Computer and Internet skills in a variety of devices that serve as digital learning tools and assessment tools.
- Highly adaptable, able to be effective and maintain composure in fast pace environment.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

Three years of successful teaching and coordinating special education professional development and activities.

Education:

Equivalent to completion of an earned Master of Arts or higher degree from a recognized college or university in curriculum and instructional programming, or a closely related field.

Certification Requirement

Possession of a credential authorizing supervision or administration in California Public Schools.

License Requirement

Possession of a valid California Motor Vehicle Operator's License.

Condition of Employment

Insurability by the District's liability insurance carrier.

5/1/14 update with approved changes