

SACRAMENTO COUNTY OFFICE OF EDUCATION

CLASSIFICATION TITLE: Special Education Technician

DEFINITION

Under supervision of the Principal, works as a member of the Resource or Transition Team and in partnership with the Resource or Vocational Specialist and the classroom staff to provide designated instructional services to high risk students in full inclusion general education classes with special focus on assisting students to meet required literacy and transition goals; performs related duties as assigned.

DIRECTLY RESPONSIBLE TO

Principal, Education Programs

SUPERVISION OVER

None; however, may assist in mentoring or training various program volunteers and agency personnel.

DUTIES AND RESPONSIBILITIES (Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Program Support

Under direction of the Resource or Vocational Specialist and in coordination with the classroom staff, provides individual and small group instruction to high risk students to meet required literacy and transition goals; conducts and scores pre and post tests regarding student academic progress; conducts standardized educational, vocational, and behavioral assessments of student's abilities in preparation for evaluation by an Individual Education Plan (IEP) team; as a member of the Resource or Transition Team, conducts student observations, charts targeted behaviors and implements behavioral plans; assists the classroom staff in implementing learning strategies and curricular adaptations; assists students in the completion of requirements needed for high school graduation; assists student in obtaining various documents and permits needed to work at a job site; assists the classroom staff in the supervision of students; plan and promote special program events; prepares and organizes appropriate instructional materials.

Service Coordination

Serves as a liaison for students, families and other related agencies involved in the transition process; participates in weekly team planning and assists with scheduling and coordination of IEP meetings; participates in home visits including providing families with parent/guardian rights, educational and vocational information and support; interviews students and researches agency records to determine updated demographic information; arranges for speakers at vocational information meetings; coordinates with employers and apprenticeship trade programs; assists staff in identification and placement of students into vocational training sites; provides mobility training; conducts job site visits to monitor and coach students regarding job performance; participates in collaborative meetings with site staff, families and agencies to provide information and recommendations to the Resource or Transition Team.

Documentation/Records Maintenance

Under direction of the designated Case Manager, documents student contact and coordination of services; maintains and updates student files; uses a computer to prepare documents and maintain various databases; completes forms and logs for outside agency billing; assists the Resource Team in selecting and modifying Resource Library materials; documents distribution and return of library curriculum; charts IEP goals; facilitates completion of transition and employment documents as requested.

MINIMUM QUALIFICATIONS

Education, Training and Experience

Any combination of education, training and/or experience which demonstrates the ability to perform the duties as described; possession of a high school diploma or equivalent is required; college level coursework in child development, psychology, social work, or juvenile justice is desirable; sufficient experience to provide the ability to perform the duties and responsibilities comparable to those listed herein, including previous experience in general and special education systems; experience working with at-risk/high-risk youth in education is desirable.

Knowledge of:

Child development and learning theory; record keeping and standard filing systems; procedures of vocational development is desired; various community resources available to students; standard software applications; Internet search techniques; correct English grammar, spelling, and vocabulary; basic mathematical computations.

Skill and Ability to:

Read and understand instructions, manuals or guides; tutor students in reading, writing, math, and other school subjects, within the framework of established academic guidelines; identify program and student needs; learn and implement various assessment procedures relating to student academic and vocational needs; conduct and score various tests and assessments; implement, and organize education materials; assist in classroom management and be trained in the management of physically assaultive behaviors; maintain cultural awareness and sensitivity to diverse populations; participate in home and job site visits; monitor and assist students regarding job placement and career training; participate in partnerships with various outside agencies; communicate effectively in oral and/or written form with staff, students, parents/guardians and other agencies; follow instructions with a minimum of direction; work cooperatively and effectively with individuals and groups; maintain confidentiality of student information; work as a team member; remain flexible and adapt to changing program needs; organize and prioritize tasks and responsibilities; manage time and schedule work day; successfully supervise and advocate for students; maintain files and records; operate standard office equipment; use a computer to create documents, spreadsheets and databases; read, interpret and apply rules, laws and procedures.

Other Characteristics

Possess a valid California driver's license; willingness to travel on work assignments using own transportation with mileage reimbursed; willingness to be trained in first aid and cardiopulmonary resuscitation.

Revisions approved by Personnel Commission 9/8/09

Revisions approved by Personnel Commission 6/14/06

Adopted by Personnel Commission 9/12/2000