

Sacramento County Office of Education Job Description

Classification Title: Coordinator, SELPA

DEFINITION

Under general direction provides leadership, and support to Local Educational Agencies (LEAs) in developing, implementing, evaluating, and managing special education programs and services; coordinates, develops, and delivers professional learning and training in evidence-based practices to serve students with disabilities; analyzes data and evaluates programs to ensure the quality and effectiveness of services provided to students with disabilities; performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

None

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.)

Leadership and Support

Provides guidance, expertise, and technical assistance to special education programs throughout the Special Education Local Plan Area (SELPA); supports LEAs in developing, implementing, and managing special education programs; identifies, develops, and provides resources and suggests strategies to support staff in implementing evidence-based practices; assists teachers in the analysis and interpretation of student achievement data to improve instructional practices; recommends strategies to maintain a classroom environment conducive to student learning, utilizes effective teaching methods, and employs a variety of instructional techniques appropriate to the individualized needs of students; monitors the implementation of special education programs and services throughout the SELPA to ensure alignment with program goals, objectives, and standards; advises LEA administration on the development of site goals and program planning based on analysis of data and site practices; establishes and maintains collaborative working relationships with LEA educational staff, community organizations, and other educational partners; observes classroom instruction and Individualized Education Program (IEP) meetings; assists LEAs in the review of IEPs to ensure appropriate development and implementation to meet student needs and comply with legal requirements; interprets, implements, and ensures compliance with state and federal regulations governing special education.

Training and Professional Learning

Develops, coordinates, facilitates, and implements training modules for staff in evidence-based practices to enhance the instruction and learning of students with disabilities; assesses educator and program professional learning needs; delivers professional learning to staff regarding special education practices, instructional strategies, and intervention techniques; provides targeted support to new teachers to strengthen their skills, promote professional learning, and increase retention; models effective classroom instruction techniques; provides coaching and guidance to teachers and administrators regarding effective teaching and program practices; provides guidance and coaching to IEP teams on various topics including instructional practices, curriculum, and the development of goals and objectives based on observation, assessment data, and parent input; assists in coordinating, developing, and conducting SELPA wide professional learning for special education instructional staff in assigned areas of responsibility; coordinates, designs, implements, and delivers training and activities for educators serving students with mild, moderate, and extensive support needs.

Data Analysis and Program Evaluation

Observes instructional and designated services at the school site level and analyzes data to evaluate the

quality and effectiveness of special education programs; identifies areas of need and improvement and recommends curricular and program modifications that support effective programming for students; assists administrators in developing and implementing ongoing program evaluations and improvements to best serve students with disabilities; collects feedback from educational partners regarding SELPA supports and services; assesses program effectiveness and assists SELPA Director in program evaluation, development, and implementation of improvements; analyzes program data and prepares reports to inform decision-making.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possess or qualify for a valid California Administrative Services credential and hold a valid Education Specialist teaching credential; demonstrated successful instructional experience serving students with special education needs is required; administrative experience in the delivery of programs and services that support the education of individuals with special needs is desired.

Knowledge of:

Federal and State legislation, laws, policies, procedures and practices regarding special education programs and services; strategies for special education program development and design, needs assessment, and program evaluation; pedagogy and methodologies of instructional practices and program planning; behavioral and educational needs of students with disabilities and methods to support and meet these needs; principles and practices of effective project management including day-to-day operations and long-term planning; methods of developing and delivering professional learning; child and adult learning theory; best practices regarding data collection analysis; effective strategies for establishing and maintaining positive relationships; interpersonal skills using tact, patience and courtesy; standard software applications including video-conferencing platforms.

Skill and Ability to:

Plan, implement, assess, and evaluate programs and services for students with disabilities; maintain current knowledge of program rules, regulations, requirements, and restrictions;; analyze data to develop and implement recommendations for student service and program improvements; develop measurable goals and objectives, set priorities, and evaluate progress toward achievement; plan, develop, and deliver professional learning to educators; establish and maintain positive cooperative and effective working relationships; communicate accurately and effectively in both oral and written form with individuals and groups from diverse backgrounds; model strong interpersonal skills using tact, patience, courtesy, and culturally appropriate supports; effectively transmit knowledge and skills to a variety of educational partners; meet schedules and timelines; integrate the use of technology to enhance job performance; operate office equipment and use standard software applications, including video-conferencing platforms.

Other Characteristics

Possession of a valid California driver's license; willingness to travel locally using own transportation to conduct work assignments.