SELPA Executive Consultant, Content Lead

Purpose Statement
The job of SELPA Executive Consultant, Content Lead is done for the purpose of creating, developing, implementing, assisting and supporting county-wide instructional leadership services within district systems, SELPA/Special Education Initiatives, SDCOE leadership and school leadership in consulting, coordinating and providing school improvement services across county and Region 9; sustaining high quality learning inclusive of special education and responding to the changing needs of the member districts served by the SELPA.

Essential Functions

- Assists in the assessment and development of instructional leadership needs for the purpose of evaluating and recommending the selection of professional books, textbooks, electronic materials and other instructional materials in support of developing and/or providing instructional leadership service for districts and schools.

- Researches, plans, and facilitates the implementation of Positive Behavior Interventions & Supports (PBIS) and Multi-Tiered System of Supports (MTSS) structures with Local Education Agencies (LEA), as it relates to Special Education.

- Collaborates within and across the SELPA and serves as a member of the SELPA team for the purpose of providing coaching and countywide leadership to SELPA, district and schools; consultation specific to behavior and mental health interventions through a tiered system of supports along with Data Analysis to support implementation.

- Collects data from a variety of sources for the purpose of analyzing system issues, monitoring system components in support of school and district improvement, and reporting for school, district and our county purposes.

- Communicates with districts and schools (e.g. MTSS team) for the purpose of serving as a liaison and resource, supporting the implementation of plans; identifying needs and/or developing and providing customized services or technical assistance for school districts.

- Reviews district policies, procedures and guidelines for student discipline and behavioral supports, and provides recommendations on how to align these documents with district Multi-Tiered System of Supports (MTSS) initiatives.

- Communicates with senior district leadership, school level administrators, and outside organizations for the purpose of developing and coordinating activities and programs, resolving complex problems, exchanging information, providing follow-up supports, and developing policies and procedures to encourage effective and efficient systems leadership.

- Compiles and analyzes data from a variety of sources (e.g. program, local, state, data, district, etc.) for the purpose of reviewing programs, preparing narrative and statistical reports for annual review and evaluation, measuring the impact of leadership services and revising services as needed.
- Develops and sustains robust partnerships with districts, community colleges and universities for the purpose of supporting the alignment and coherence of TK-12 students learning experiences and multi-tiered supports and services (emphasis on social, emotional, and behavioral supports).

- Facilitates monthly Internal Coaches’ Network Meetings focused on evidence-based Tier II and Tier III practices and assists LEAs in establishing Tier III structures and supports.

- Trains district teams to use fidelity tools for evaluating MTSS and/or PBIS initiatives.

- Facilitates analyses of school and district data that addresses beliefs and practices for the purpose of determining the degree to which all students are provided equitable access in successfully preparing for college and career with an emphasis on under-represented student groups and assisting district in designing action plans to address findings.

- Interprets and explains district, state and federal regulations for the purpose of advising administrators/future administrators on the responsibilities of managing a school site and serving as the instructional leader.

- Provides professional learning opportunities throughout the state of California for school and district staff for the purpose of building collective efficacy of staff that leads to an increase of overall student outcomes.

- Provides professional development and specialized training in areas of Special Education and at all three tiers of support: universal, secondary and tertiary; including social emotional competencies, cultural responsiveness, behavior, and mental health.

- Researches the most current leadership and instructional practices and pending legislation for the purpose of supporting improved student achievement in all curriculum areas, anticipating future areas or trends needing to be addressed, and making recommendations to ensure quality of compliance implementation and equity across systems.

- Represents the SELPA and services on local, state, regional and district committees, work groups and advisory boards for the purpose of supporting the implementation of school and district plans to improve student outcomes and leading the work of committees and work groups, (e.g. MTSS, PBIS, SEL, RP, etc.)

**Other Functions**

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements:**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: ability to learn to apply statistical methods to large datasets; create reproducible analyses of datasets; operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs;
overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; administering personnel policies and procedures; and program evaluation and assessment techniques.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: research-based strategies for effective instructional leadership; coherent systems reflected in high achieving districts and schools that support improvement; coaching strategies; processes that support adult learning theory; successful programs and strategies for English learners and students with disabilities; impact data collection and analysis; college and career counseling; CA state standards; and standards for educational leaders/administrators (CAPEs & CPSELs). Research related to positive behavioral interventions and supports at all three tiers: universal, secondary, and tertiary; research related to an integrated multi-tiered system of supports; elements surrounding cultural responsiveness (i.e. Critical Race Theory, implicit bias, micro-aggressions, systems of power and privilege); complex implementation initiatives (multiple schools across a district or multiple districts throughout a region)

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating effectively orally and in writing; establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; facilitating communication between persons with frequently divergent positions; and working extended hours; plan and conduct professional development/ training; implementing and evaluating Tier II and Tier III interventions for behavior and mental health; Tier III mental health services and supports; data-based decision making specific to Special Education, behavior and mental health and disproportionality.

Responsibility
Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization’s services.

Working Environment
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Education and Experience
Experience: Four (4) years of increasingly responsible administrative leadership experience in a K-12 educational setting, including proven success as a school site principal or district special education administrative experience. Experience must include effective instructional leadership that resulted in the improvement of teaching and learning; analyzing student achievement data and identifying patterns and trends to improve teaching and learning; the development, implementation, and delivery of a high quality professional development; teaching and leadership in a variety of educational settings, particularly in high poverty, high performing schools; and effective coaching of K-12 teachers and/or administrators. Experience with in designing and implementing systems of behavioral supports within a special education setting preferred.

Education: A master’s degree from a regionally accredited institution of higher education in education, educational administration, or closely related area, including coursework in instructional leadership and/or organizational change.

Equivalency: A combination of education and experience equivalent to master’s degree from a regionally accredited institution of higher education in education, educational administration, or closely related area, including coursework in instructional leadership and/or organizational change, and four (4) years of increasingly responsible administrative leadership experience in a K-12 educational setting, including proven success as a school site principal or district special education administrative experience. Experience must include effective instructional leadership that resulted in the improvement of teaching and learning; analyzing student achievement data and identifying patterns and trends to improve teaching and learning; the development, implementation, and delivery of a high quality professional development; teaching and leadership in a variety of educational settings, particularly in high poverty, high performing schools; and effective coaching of K-12 teachers and/or administrators. Experience with in designing and implementing systems of behavioral supports within a special education setting preferred.

**Required Testing**
N/A

**Certificates**
CA Administrative Services Credential;
CA Education Specialist Teaching Credential or
CA Pupil Personnel Services Credential;
Valid CA Driver’s License

**Continuing Educ./Training**
Maintains Certificates and/or Licenses

**Clearances**
Criminal Justice Fingerprint/Background Clearance
Physical Exam including drug screen
Tuberculosis Clearance

FLSA Status: Exempt
Salary Range: Certificated Management Salary Schedule Grade M52

Established: 04/2019
Revised: N/A
Approved by: Assistant Superintendent, HR __________________________