

CURRICULUM AND INSTRUCTION SPECIALIST – INCLUSIVE PRACTICES

DEFINITION:

Under the leadership of the Assistant Superintendents of Education Services and Special Education and their designees, the Curriculum & Instruction Specialist – Inclusive Practices facilitates effective learning for ALL students while simultaneously continuing to promote social-emotional development. This includes facilitating curricular programs, instructional strategies, staff development opportunities, assessment protocols, technological applications, data analysis, and general coordination of subject area activities, Preschool – 12, and Transition Age.

QUALIFICATIONS:

Any combination of education and/or experience that provides the required Knowledge, skills and abilities to perform the essential function of the position. Additional experience, as outline below, may be substituted for required education on a year-for-year basis. A typical combination includes:

Experience:

- Preference will be given to individuals with successful experience in leadership roles.

Education:

- Minimum of five (5) years of special education classroom teaching experience.

Licenses or Certifications:

- Valid California Special Education Teaching Credential - Moderate/Severe or Extensive Needs Credential is preferred.
- An advanced degree or specialized training is desirable.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Directors of Education Services and Special Education and their designees the incumbent will

- Support Professional Learning Communities including, guaranteed and viable curriculum, common formative and summative assessments, and standards-based grading.
- Support implementation of Response to Intervention (RtI), and Multi-tiered System of Supports (MTSS) in a variety of diverse settings.
- Support District educators with research affirmed instructional practices, Universal Design for Learning (UDL), best practices in co-teaching, and Evidence-Based Practices (EBP) in learning and behavior interventions.
- Provide instructional leadership that supports learning for all students.
- Design, implement and lead professional development in consultation with grade level and subject area teachers as needed.
- Collaborate professionally with colleagues, site administration, departments, and the community.
- Advocate for students, teachers, and administrators around student learning.
- Provide assistance in analyzing data to determine student and/or programmatic needs.
- Support the implementation of rigorous curriculum and coursework, including assisting in the development of course outlines and other curricular materials in coordination with groups such as division leads, coaches, and administrators.
- Utilize the district adoption process to facilitate and provide guidance on the selection and use of instructional materials.
- Provide professional development on Universal Design of Learning (UDL), co-teaching, Evidenced Based Practices (EBP), supplemental and special education curriculum.

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- In coordination with division leads, coaches and administrators promote opportunities, programs and strategies for intervention and credit recovery.
- Lead book studies and facilitate discussion.
- Remain current on educational best practices.
- Provide effective communication to sites, administrators, staff, and community members.
- In coordination with Instructional Media Center, work with representatives, publishers, vendors and outside entities to secure and support teachers with instructional materials and/or resources.
- Participate in the Curriculum Advisory Committee and the review of supplemental materials.
- Organize information, materials, and time effectively.
- Be able to travel, for up to five days, for required professional development.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- CA State Standards and State Frameworks
- California Education Code and FCUSD Board policies
- Differentiated instruction strategies
- Formative assessment strategies
- Behavior management techniques
- Multi-Tiered Systems of Support
- Response to Intervention (RtI)
- Universal Design for Learning (UDL)
- Google & Microsoft products
- SEIS
- Types and sequences, and resources needed for IEP meetings
- Special education laws, procedures, policies, and protocols

ABILITIES AND SKILLS:

- Communicate effectively both verbally and in writing.
- Demonstrate excellent communication skills, both written and oral.
- Establish and maintain positive and effective working relationships with faculty and staff.
- Demonstrate strong professional development facilitation skills.
- Create and sustain a collaborative environment
- Demonstrate strong research skills
- Demonstrate strong presentation skills
- Demonstrate strong meeting facilitation skills
- Demonstrate strong interpersonal and professional social skills
- Be organized and skilled at timely communication
- Remain professional during challenging situations
- Utilize appropriate technology effectively, specifically in supporting district curriculum, student records, and online platforms

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PHYSICAL REQUIREMENTS:

Physical abilities: include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities: include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office and classroom environment and come in direct contact with district staff and the public.