MT. DIABLO UNIFIED SCHOOL DISTRICT

PROGRAM SPECIALIST, SPECIAL EDUCATION

Primary Function

Provides support and assistance to special education teachers and to school site administrators in the delivery and management of special education programs.

Directly Responsible To:

Director, Special Education/Student Services

Supervision

Supervises and evaluates assigned certificated and classified staff.

Major Responsibilities

1. Provides coordination, consultation, and program development primarily in multiple areas of expertise related to special needs students.

2. Trains, supports, and assists resource specialist, designated instruction and services personnel, special day class teachers, classified personnel, outside consultants, and administrators, including other program specialists in the areas of his/her expertise.

3. Assists principals and administrators with their respective special education programs by case managing, problem solving, working with special education problems that arise, and by assessing program needs.

4. Chairs and/or participates in IEP Team meetings: monitors, consults and assists with referral, assessment, identification, and the IEP Team meeting process.

5. Assists general and special education administrators to evaluate special education staff, evaluates staff members as assigned.

6. Serves as liaison and consults with other professionals, appropriate agencies, and the community in providing full educational opportunities for special needs children.

7. Develops and recommends appropriate placements for special education students including those with unique educational needs.

8. Trains school staff in curriculum and appropriate modifications, and in uses of new and/or specialized methods and approaches; provides other staff development/in-service training.

9. Evaluates effectiveness of specialized programs for students with exceptional needs by monitoring the implementation of the individualized education program.

10. Maintains frequent, positive communication with parents of special needs students; coordinates communication between staff, parents, and community members.

11. Assists in periodically developing, revising, and evaluating special education programs.

12. Assists in disciplinary procedures as they pertain to special education students, including suspension, expulsion, and behavioral intervention plans ensuring adherence to procedural safeguards.

13. Engage in other activities as required by the Director, Special Education/Student Services.

14. Attends job-related meetings and activities specified by the Director, Special Education/Student Services.

15. Performs those duties and responsibilities including supervisory and advisory duties as may be prescribed by the Superintendent.

Qualifications

Knowledge and Skills

1. Ability to exercise good judgment and tact.

2. Knowledge of basic elements of instruction.

3. Knowledge of effective employee supervision and evaluation procedures and techniques.

4. Ability to speak and write effectively.

5. Ability to work effectively with all segments of the educational community and general public.

6. Knowledge of effective and grade level appropriate teaching strategies, curricular programs and materials.

7. Knowledge of the community and available resources.

8. Ability to assemble and analyze data, and make appropriate recommendations for action.
9. Knowledge of the principles of staff and training and development.
10. Knowledge of state and federal laws pertaining to special education.
11. Knowledge of school district operations and procedures.
12. Skill in working with diverse groups and individuals in a manner that achieves district goals.
13. Ability to manage time and to set priorities.
14. Knowledge of district procedures for evaluating and placing students in special education programs.
15. Knowledge of various handicapping conditions.

Education, Training, and Experience

1. Post graduate work in special education, school administration, curriculum and instruction, or a related field.
2. Successful experience as a classroom teacher in a special education setting.
3. Progressively responsible experience in providing leadership in a school or district setting.
4. Possession of an appropriate special education school administrative credential.
5. Training or experience in conflict resolution and group facilitation.

Adopted by the Board of Education 3/10/98