

## **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.

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### **Diversity Statement**

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

### **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: Minimum Qualifications:**

### **Knowledge and Abilities**

#### KNOWLEDGE OF:

Research-based strategies for effective instructional leadership;  
Coherent systems reflected in high achieving districts and schools that support improvement;  
Coaching strategies;  
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;  
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 TO:

Schedule a significant number of activities, meetings, and/or events;  
Independently work with others in a wide variety of circumstances;  
Analyze data utilizing different processes;  
Work with a significant diversity of individuals and/or groups;  
Work with data of varied types and/or purposes;  
Problem solve to analyze issues and create action plans;  
Interpret guidelines;  
Communicate effectively orally and in writing;  
Maintain effective working relationships;  
Meet deadlines and schedules;  
Set priorities;  
Work with multiple projects, frequent interruptions, and changing work priorities;  
Work with detailed information/data and maintaining accurate records;  
Maintain confidentiality;  
Plan and conduct professional development/ training;  
Implement 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.

### **Working Environment:**

#### ENVIRONMENT:

Duties are typically performed in an office setting.  
May be designated in an alternate work setting using computer-based equipment to perform duties.

#### PHYSICAL ABILITIES:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift light objects. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

**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, Licenses, Credentials**

CA Administrative 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 Grade: Certificated Management Salary Schedule Grade M052

Established: 04/2019

Revised: 08/02/2021

Approved by:   
Dr. Yolanda Rogers, Assistant Superintendent, Human Resources