

SPECIAL EDUCATION INSTRUCTIONAL COACHING SPECIALIST/FACILITATOR

General Purpose:

Under the supervision of the Executive Director of Special Education, the Special Education Instructional Coach/Facilitator provides coaching and support aligned to the California Standards for the Teaching Profession. The Special Education Instructional Coach/Facilitator will also support the Special Education Administration by attending Individual Education Plan meetings as PCOE designee.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Understand and align instruction and coaching with program goals, design and expected outcomes.
- Provide coaching and reflective feedback to educational specialists.
- Utilize a variety of effective instructional and coaching strategies, including providing professional resources in order to engage and support teachers in their development of teaching practices.
- Maintain confidentiality in all professional relationships, participation in professional job-related organizations and professional competencies in areas of responsibility.
- Plan, prepare, organize and schedule on-going classroom visits
- Inform teachers of their progress by providing feedback and reflective dialogs assigned to classroom practices and fieldwork projects.
- Support educational specialist teachers in their practice through coaching and/or facilitation of Professional Learning Communities.
- Attend and facilitate meetings (e.g. Individual Educational Plans, Program Planning Meetings, etc.)
- Develop a trusting and reflective professional partnership with teachers.
- Provide regular, on-site classroom based coaching support to each teacher following a coaching cycle including model and demonstration, lessons and co-planning and co-teaching.
- Coach and assist teachers with curriculum development, classroom management, instructional strategies, assessment of student performance and all aspects of professional development in multiple content areas.
- Improve teachers' content, management and instructional strategies to better address the needs of all students in a positive environment.
- Support staff in curriculum and instructional leadership.
- Facilitate PLC and provide opportunities for peer reflection, collaboration and coaching.
- Develop effective scheduling plans to visit and support each teacher during the year.
- Provide feedback on program effectiveness to site and program administrators.
- Take leadership role in professional development activities.
- Establish and maintains clear communication and cooperative working relationships with a variety of educators and groups.
- Prepare reports, maintains program files and record keeping systems for accountability.
- Demonstrate a working knowledge and use of instructional strategies for working with the diverse needs of students in multiple content areas.
- Plan and record monthly work schedule in electronic calendar (Outlook) at least 30 days in advance.

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Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- Possession of a valid CA Education Specialist credential or equivalent, or a valid CA Pupil Personnel Services credential.
- Possession of a valid CA Education Specialist Moderate/Severe credential preferred.

Experience:

- At least five years of special education teaching experience, preferably in moderate/severe programs.
- Expertise and experience in areas related to teaching and coaching adult learners.
- Expertise and experience implementing best teaching practices for students with various disabilities.

Knowledge, Skills and Abilities:

- California Standards for the Teaching Profession (CSTP), Continuum of Teaching Practice and Education Specialist Standards.
- State Accountability Systems.
- Knowledge of coaching models and resources focused on support of standards based instruction.
- Skills in effective oral and written communication.
- Ability to impart knowledge and understanding about effective teaching practices to others.
- Ability to work independently and as part of a team.
- Ability to express ideas and concepts clearly and concisely in oral and written form.
- Ability to establish and maintain cooperative and professional working relationships with individuals, groups and public and private agency personnel.
- California Content Standards and K-12 Frameworks.
- Special Education Administrators of County Offices Core Content Guide.
- Principles, practices, methods and strategies applicable to instruction, general curriculum, adult learning and learning activities.
- Student with disabilities, assessment practices, instructional strategies, IEP development, progress monitoring and state requirements for special education teachers.
- Effective teaching, mentoring, coaching and learning focused supervision strategies.
- Ability to learn and utilize integrated technologies, including, but not limited to Go To Meeting, Canvas, LMS, Google Docs, Power Point, Keynote, learning applications for intern teachers.
- 21st Century Skills, including creativity, communication, collaboration and critical thinking and the importance of integration with next generation students.
- Diverse learning styles and cultural influences in learning.
- Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility.
- Ability to utilize reflective coaching in content and pedagogy.
- Ability to plan, organize and conduct coaching activities.
- Ability to maintain and improve professional skills and knowledge.

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Required Testing:

- None

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess a valid CA Education Specialist credential or equivalent, or a valid CA Pupil Personnel Services credential.

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office or school environment, continuous contract with staff, and representatives of other agencies.

Physical Requirements:

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Exempt

Employee Group: Certificated

Salary Grade: Placement based upon education and experience

Reviewed and Approved:

Supervisor: _____

Date: 4-11-19

Human Resources: Colleen Scott

Date: 6/11/19