



Special Education Curriculum Specialist

Purpose Statement

The job of Special Education Curriculum Specialist is done for the purpose/s of providing leadership, training, and support to schools in the provision of Special Education services and related services in order to improve achievement for studentw with disabilities; build school knowledge about implementing specially designed instruction (SDI); serve as an advisor to administrationrs in their role as LEA and in special education compliance; prepare students with disabilities (SWD) for future employment, education/training and independent living.

This job is distinguished from similar jobs by the following characteristics: This is a Teacher on Special Assignment position and is non-supervisory. This is a three-year position with the option to re-applyfor a second, three-year term.

This job reports to Director of Special Education or Designee

Essential Functions

Assists to train special education teachers to develop specially designed instruction that aligns with the state core standards and supports students participating in alternate standards for the purpose of supporting students with disabilities and ensuring compliance with federal, state, and local requirements and guidelines.

Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.

Collects, records, and analyzes a wide variety of data for the purpose of making informed decisions.

Develops and maintains productive relationships with all school personnel for the purpose of maintaining a respectful and productive work environment.

Leads ongoing professional development related to Individual Educaiton Plans and Specially Designed Instruction for the purpose of educating students with disabilities in the least restrictive environment, enuring access to state core standards, and the same high quality Tier 1 instruction as their non-disabled peers from general education teachers.

Participates in ongoing professional development for the purpose of building instructional, legal IDEA content, and professional development knowledge and skills.

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

Possesses specialized training, knowledge, and skills in Special Educaiton for the purpose of leading and supporting the training related to provisions of FAPE under IDEA for students with disabilities.

Provides district leadership in Special Education for the purpose of sharing expertise and information with stakeholders.

Trains teachers and administrators on Speical Education policies and procedures for the purpose of ensuring schools meet legal madates associated with the provisions of FAPE under IDEA.

Trains and/or arranges training and support for staff on use of district-adopted curricular materials, implementing and progress monitoring IEP services, and special education policies and procedures for the purpose of improving instruction and maximizing learning for studetns with disabilities.

Understands and helps implement District Improvement Plan, Special Education Program Improvement Plan, and Academic MTSS Model for the purpose of maintaining effective and efficient work.

Works with administrators to set up specific support for individual students with disabilities and / school IEP teams for the purpose of meeting individual school needs.

Job Requirements: Minimum Qualifications

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: adapting to changing work priorities; traveling to multiple work locations; contributing to and following goals and action plans; communicating (orally and in writing) with proficiency, clarity, and respect; leading groups in learning, discussions, trainings, etc.; organizing schedules, materials, and tasks; analyzing tasks; modeling teaching; proficiency with multiple technologies (i.e., computer devices, digital whiteboards, education software); planning for effective instruction; ability to motivate teachers; and ability to work with a variety of people and groups.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: performing literacy skills (reading, writing, speaking, and listening) at high levels; understanding of Utah Core Standards, District Essentials, District Curriculum Notebooks, District-adopted curricular programs, District-set goals, research on evidence-supported instructional practices (including best practices for students who are economically disadvantaged, English learners, and academically advanced).

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to 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 diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. 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: data management; communication with persons of varied educational and cultural backgrounds; working with both individuals and teams; dealing with frequent interruptions; meeting deadlines and schedules; being a collaborative member of the coaching team; setting priorities; scheduling multiple activities; adjusting to varied assignments; flexibility in working with others; and operating standard office equipment including software applications.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field is required.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing:

Must be Highly Qualified

Certificates and Licenses

Additional Endorsements preferred
Current Professional Level License

Continuing Educ. / Training:

Maintains Certificates and/or Licenses
Continuing Education Requirements

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

2/28/2024

Salary Grade

Lane 1