

Revisions to Job Description

INSTRUCTIONAL PROGRAM SPECIALIST: ~~Comprehensive Coordinated Early Intervening Services African American Student Achievement~~ DIFFERENTIATED SUPPORT

Primary Functions

Provides support and assistance to general education teachers and to school site administrators in the instructional delivery and ~~behavior-classroom~~ management approaches for ~~differentiated support for~~ students experiencing academic and behavior challenges in the general education setting.

Directly Responsible To

Director, Partnerships & Multi-Tiered System of Supports (MTSS) or Designee

Supervision: None

Major Responsibilities

1. Develops, monitors ~~and coordinates individual learning plans~~, supports, and interventions for focal scholars, ~~specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, to ensure access to culturally responsive practices and rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. E~~
2. Provides coordination, consultation, and program development primarily in multiple areas of expertise related to identified student needs.
3. Evaluates effectiveness of specialized programs for ~~differentiated support for~~ students by monitoring the ~~implementation of their individualized learning plans, provision of services and impact on student achievement.~~
4. Trains, supports, assists and coaches instructional staff and support services personnel to provide appropriate pre-referral interventions in their areas of expertise, including modifications, new and/or specialized methods and approaches.
5. ~~Provides professional development for staff and schools on culturally responsive and inclusive tier 1 instruction and support within a MTSS model.~~
6. Assists principals and administrators in problem solving, crisis management and assessing student and program needs.
7. Participates in ~~focal scholar parent conferences, Multi-tiered System of Supports (MTSS) professional development~~, CARE and SST Team meetings: monitors, consults and assists with support services, referrals, assessment and identifying alternatives to special education placement when appropriate.
8. ~~Serves as a liaison with the Department of Special Education, Student Services, and~~

- Educational Services to assure compliance with state and federal mandates.
9. Coordinates and monitors the design and implementation of pre-referral intervention strategies to be utilized by teams at schools to address behavioral, developmental, academic, and the social-emotional needs of all students as alternatives to disciplinary consequences and/or special education referral. Pre-referral interventions may include reduction in implicit bias, parent engagement, alternatives to suspension, increasing literacy and numeracy skills, and providing culturally relevant academic engagement.
 10. Assists the administration in examining general education programs to ensure equitable support services are assigned.
 11. Serves as liaison and consults with other professionals, appropriate agencies, and the community in providing full educational opportunities for students in the least restrictive environments.
 - ~~12. Actively participates in the CCEIS program.~~
 13. Support schools to maintain frequent, positive communication with parents of focal scholars; ~~coordinates~~ and communication between staff, parents, and community members.
 14. Assists in disciplinary interventions for focal scholars, including suspension, expulsion, and behavioral intervention plans ensuring adherence to procedural safeguards.
 15. Engage in other activities as required by the ~~Assistant Director of Equity~~ Director of Partnerships & MTSS or Designee
 16. Attends job-related meetings and activities specified by the ~~Assistant Director of Equity~~ Director of Partnerships & MTSS or Designee.

Education, Training, and Experience

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

Qualifications Knowledge and Skills

1. Proven record of commitment to Educational Equity
2. Knowledge and experience with basic elements of Culturally Relevant Pedagogy and Curriculum
3. Ability to speak and write effectively.
4. Ability to work effectively with all members of the educational community and general public.
5. Ability to assemble and analyze data and make appropriate recommendations for action.
6. Knowledge and experience with facilitation, collaboration and professional development.

7. Knowledge of school district operations and procedures.
8. Proven skill in working with diverse groups and individuals in a manner that achieves district goals and knowledge of culturally relevant approaches for serving students and families.
9. Ability to manage time and to set priorities.
10. Knowledge of district procedures for evaluating and placing students in special education programs.

DMA Salary Range: 19

Adopted by the Board of Education 1/2022

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