

Job Title:	Special Education Coordinator	FLSA Status:	Exempt
Hiring Agency:	CESA 5	Reports To:	Director
Department:	Wisconsin RtI Center		
Prepared By:	Director	Prepared Date:	May 15, 2016 August 6, 2018 (updated)
Approved By:	Director	Approved Date:	May 2016 August 2018

SUMMARY

The Special Education Coordinator focuses on leading, modeling, and advocating for equitable systems that ensure appropriate special education referrals and create a seamless continuum of support.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Include the following, as well as compliance with all organizational policies and procedures. Other duties may be assigned.

- Provide coaching and professional development to Wisconsin RtI Center staff, increasing their capacity to support districts and schools in implementing and sustaining a multi-level system of support that includes special education and increased success for students with IEP's.
- Partner with staff during the creation and revision of professional learning and technical assistance.
- Consult on the development of center materials, ensuring a consistent, clear message that includes creating, implementing, and sustaining an equitable multi-level system of support that increases the success of students with disabilities.
- Use implementation science research to develop and support a team-based, regional, service delivery model, and process that supports district-coordinated improvement planning efforts.
- Coach internal regional teams on how to plan their support to districts by making implementation science central to that work.
- Create connections and collaborate with external Wisconsin professional groups including, but not limited to, the Wisconsin Department of Public Instruction, RSN, Regional Implementation and TA Network teams, and CESAs.
- Create partnerships with other relevant local, state, and national organizations that support the center's proactive, prevention-based approach to meeting the needs of student's with disabilities. Connect these organizations with each other so that learning can be shared and best practice developed for district-level technical assistance needs.
- Evaluate external resources, professional learning, and technical assistance opportunities that show how to implement preventative systems and what makes them successful. Share internally and with external partners.

- Participate in regional, statewide, and national leadership conferences and meetings. As necessary create and conduct presentations about students with disabilities as a part of an equitable multi-level system of supports.

MARGINAL DUTIES

- Provide general multi-level systems training and professional development.
- Manage and monitor students with disabilities program budget in coordination with the Director.

SUPERVISORY RESPONSIBILITIES

None. Assist in the management and evaluation of staff and outside contractor activities as assigned and coordinated with the director.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. A qualified candidate must possess the following competencies or knowledge:

- Knowledge and experience with Wisconsin’s Framework for Equitable, Multi-Level Systems of Supports
- Knowledge and experience in equity and culturally responsive educational practices
- Significant knowledge of instructional practices for students with disabilities, including successful experiences providing academic and behavioral supports to students in general and special education environments.
- Knowledge and experience coaching teams and individual staff to transform training into practice.
- Knowledge about implementation science research and its application to educational processes.
- Experience providing professional development to educators in multiple formats
- Training, competence, and experience in data-based decision-making practices to match supports to a specific student and school need.
- Knowledgeable of current school trends, best practices, and challenges
- Excellent communicator including written ideas, verbal thoughts, and presentation skills
- Demonstrated experience building strong relationships internally and externally
- Deep understanding of organizational culture and practices
- Outstanding decision-making abilities
- Effective and efficient at prioritizing work plans and activities
- Comfortable dealing with ambiguity, including competing demands and shifting priorities
- Innovative, displaying original thinking and creativity
- Proficient with Microsoft Office suite of applications. Comfortable using and learning other software applications, hardware, and additional technology as needed

EDUCATION AND/OR EXPERIENCE

Requires a master’s degree in a related field and a minimum 5 years of related experience and/or training, or a bachelor’s degree in a related field and a minimum of 10 years of related experience.

LICENSE

Valid driver’s license. Current teaching or administrative license in special education or pupil services required.

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from educators, clients, customers, supervisors, and the general public.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, and talk or hear. The employee is frequently required to use hands to finger, handle, or touch objects. The employee must frequently lift and/or move up to 10 pounds.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will work in a variety of environments including but not limited to telecommuting (work at home), offices, and conference centers.

This position will require statewide travel at minimum of 40%. This includes day travel and some overnight.

Employee Acknowledgment _____ Date: _____

The above statements reflect the general details necessary to describe the principle functions of the occupation described and shall not be construed as a detailed description of all the work requirements that may be inherent in the occupation.