
Durham Public Schools Job Description

Job Title: EC Instructional and Vocational Specialist

Organization: DPS Exceptional Children's Department

Reports To: Director of Special Programs and Behavior Support

POSITION SUMMARY

To observe, consult with, and assist special education staff in separate programs/classes and on the Occupational Course of Study (OCS) pathway; support curriculum development and identify resource needs for EC classrooms; access and analyze data sources to help inform instructional practices and program support needs in separate, resource, OCS and HS support classes (i.e., Learning Strategies, Decision Making); collaborate with Vocational Rehabilitation (VR) staff to ensure appropriate supports, referrals and evaluations are occurring in a timely manner for identified students; serve as a lead for EC Job Coach team and enhance in-school and community-based vocational opportunities and experiences for students.

DUTIES AND RESPONSIBILITIES

1. Collaborate with school and district staff to ensure appropriate courses for Occupational Course of Study (OCS) pathway are updated and offered to students; stay current with OCS curriculum changes from NCDPI and train school/district staff with updates.
2. Serve as district liaison with NCVPS and high schools with OCS courses.
3. Conduct research and make recommendations for vocational skill development programs for students; evaluate transition materials and assist with administration of transition assessments, as appropriate.
4. Develop/identify, implement and support a program curriculum grounded in evidence-based practice and centered on life skill development and job readiness, emphasizing functional literacy.
5. Coordinates and provides professional development and coaching to secondary separate setting teachers and assistants in identified areas (i.e., instructional curriculum and methodology, transition planning, vocational skills, etc.).
6. Conduct classroom and work site observations and provide feedback to teachers, staff and administrators regarding strengths, needs and recommendations.
7. Work with district EC teachers and job coaches to assess student needs and develop, implement, coordinate and evaluate transition activities for assigned students.
8. Provide information to families and teachers on employment opportunities, living alternatives and community resources for students with disabilities.

9. Identify and train educational surrogate parents and make assignments to school IEP teams, as needed.
10. Provide oversight of EC job coaches at community-based sites to ensure appropriate support and instruction is being provided to students.
11. Assist with the establishment and oversight of the school-based enterprise at their assigned school.
12. Attend Occupational Course of Study Portfolio reviews for assigned schools.
13. Periodically review of Career Portfolio for all students enrolled in the Occupational Course of Study to ensure that adequate records are maintained regarding completion of vocational training requirements for the OCS.
14. Participates in initial IEP meetings to ensure appropriate transitional goals and objectives.
15. Establish, coordinate and monitor quality program indicators in each school Transition Program.
16. Ensure that all parents are informed of their child's participation in vocational training activities (in- school and community based).
17. Lead the planning of district transition fair.
18. Attend Statewide and regional transition meetings.
19. Serve as liaison to/for community organizations.
20. Accurately collect data and maintain all required records.
21. Provides leadership and assistance to building administrators in resolving issues involving staff, parents and/or students.
22. Perform other duties as deemed necessary by your supervisor.

MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:

- A Master's Degree in special education or supervision and administration is required.
- The candidate must be able to perform each essential duty satisfactorily.
- The candidate must have a minimum of 5 years of special education classroom experience with experience or training or mentoring, staff development and leadership. Teaching experience with OCS and separate class (self-contained) programs is preferred.

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Ability to communicate effectively; possess excellent oral and written communication skills (grammar, spelling, etc).

2. Ability to work collaboratively with families, school personnel, department administrators, and community partners to meet the needs of students.
3. Knowledgeable about evidence/research based practices.
4. Ability to perform as a team player, in a team environment.
5. Possess strong organizational, problem-solving and conflict resolution skills.
6. Ability to prioritize and manage multiple tasks in a fast-paced environment.
7. Ability to remain calm and professional.
8. Ability to work independently and efficiently, including the ability to research and gather information from various sources.
9. Ability to learn, explain and adhere to program procedures and district policies.
10. Working knowledge and proficient level of experience with Microsoft Office programs such as Word, Excel and PowerPoint.
11. Strong customer service skills in order to respond to students, parents, school personnel, and administrators in an appropriate and timely manner.

PHYSICAL REQUIREMENTS:

Must be able to exert a negligible amount of force to move objects; classification consistent with light work. Nonviolent Crisis Intervention (CPI) certification training may require that you physically restrain or assist with the physical restraint of a student that is in imminent risk of harming him/herself or others. Note: Physical restraint of any student is only used as a last resort.

DISCLAIMER:

The statements of the job description are intended to describe the general nature and level of work performed by an employee in this category. The description does not contain an exhaustive list of all responsibilities, duties, skills and other requirements necessary of employees to perform in this position.

Signature

Date