



CONTENT SPECIALIST – FDRLS EAST/ FIN

SUMMARY/SCOPE/GOAL

The Florida Diagnostic and Learning Resources System (FDLRS) and the Florida Inclusion Network (FIN) are discretionary projects of the Florida Department of Education (FLDOE) Bureau of Exceptional Student Education (BESE). BESE directly supports the FLDOE's Guiding Principles and Strategic Initiatives.

FDLRS East and FIN provide an array of instructional and technical support services to school district Exceptional Student Education in Brevard and Volusia Counties. FDLRS East and FIN collaborate with districts, agency and support personnel, administrators, and students with exceptionalities. The four central functions of FDLRS East are Child Find, Parent Services, Human Resource Development, and Technology.

FIN, a partner discretionary project, provides services to districts and schools in the development and implementation of innovative, research-based instructional methodologies and support models for education of students with disabilities in general education environments.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED FOR ALL FDLRS EAST/FIN POSITIONS:

- Bachelor's Degree from an accredited college or university.
- Valid Florida teaching certificate with certification in Exceptional Student Education
- Minimum of 5 (five) years' experience in Exceptional Student Education

FUNCTION SPECIFIC REQUIREMENTS:

- Child Find Specialist – Experience in early childhood education and/or child development
- Parent Services Specialist – Experience working with students with disabilities and their families
- Human Resource Development Specialist – Experience in development and delivery of professional development, including online learning opportunities
- Technology Specialist – Experience with assistive, instructional, and web-based technologies
- Florida Inclusion Network Facilitator – Experience working with students with disabilities and special and general education staff in collaborative and inclusive classroom environments

PREFERRED/DESIRED:

- Master's Degree from an accredited educational institution preferred.

CERTIFICATIONS/LICENSES/TRAINING:

REQUIRED:

- Valid Florida Driver's license.

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

CHILD FIND SPECIALIST

Essential Functions

To provide assistance in locating and identifying children with special needs, referring for appropriate education and/or community programs, and facilitating appropriate service provision.

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- Facilitate screening of children in accordance with the needs of the family by performing either face-to-face or virtual screenings, telephone conferences, screening at childcare centers, community settings, or generally accessible locations.
- Conduct case management and service planning activities to ensure that the child and family are linked to the local school district and/or other community agencies and organizations.
- Conduct/coordinate awareness and outreach activities to ensure that the general public, school personnel, agencies, and hard-to-reach populations know that Child Find is seeking to locate and identify children and their families who are in need of screening and evaluation services.
- Utilize the Children’s Registry and Information System (CHRIS) for child case management and to maintain, update, and provide reports as needed for improved district service provision, grant activity planning, and FLDOE/BESE data collection.
- Conduct/coordinate in-service trainings and workshops for parents, district staff, childcare providers, and agency personnel concerning early childhood development, special needs, parent/professional communication, assessment, and other subject areas as requested.
- Facilitate inter/intra-agency agreements and services, including transition services, for identified children, through networking with agencies, organizations, service providers, parent groups, special projects, and other appropriate groups.
- Participate on interagency councils, early learning coalitions, task forces, workgroups, and advisory committees related to the early identification of and services for children who are at risk of developing special or unique needs and their families.

PARENT SERVICES SPECIALIST

Essential Functions

To provide assistance in the coordination of services for parents of students with disabilities in the FDLRS East service area.

- Plan, implement, and analyze the development of FDLRS Parent Services activities through the collaboration with the FDLRS East Manager and other development, planning, and advisory committees at local and state levels.
- Coordinate/conduct training sessions for parents and professionals, including but not limited to, workshops on effective parenting practices, issues related to parenting children with disabilities, instructional strategies, behavior management, assistive and instructional technology resources, applications, IDEA and Individual Family Service Plans, and Individual Education Plans.
- Research and disseminate relevant information concerning Exceptional Student Education to parents, agencies, school personnel and administrators in the FDLRS East service area.
- Provide support and assistance to parents and students with disabilities.
- Provide assistance to professionals in the area of parent involvement.
- Participate in appropriate development, planning, and advisory committees relating to parent services at state and local levels.
- Facilitate the development, implementation, and evaluation of staff development activities provided in the area of parent services.

HUMAN RESOURCE DEVELOPMENT SPECIALIST

Essential Functions

To identify, plan, coordinate, and provide effective professional learning activities focusing on increasing achievement and outcomes for students with disabilities.

- Develop, conduct, and/or facilitate multi-level, research-based, school-based, district-wide and state professional learning activities aligned to FLDOE initiatives, BESE Strategic Plan, district professional development and K-12 Reading Plans such as instructional practices in the areas of reading, math,

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science, classroom/behavior management, differentiated instruction, specially-designed instruction, Universal Design for Learning, explicit instruction, transition, and/or collaborative teaching techniques.

- Coordinate, promote, and facilitate the delivery of quality state-of-the art professional learning in a variety of settings and formats including school-based professional learning communities, online courses, webinars, online conferencing, and face-to-face opportunities.
- Conduct job embedded coaching and/or consultation after professional learning and provide feedback/technical assistance to appropriate personnel regarding instructional strategies, behavior management and integrating curriculum, including technology.
- Design and develop quality products to support FDLRS initiatives and professional learning events.
- Conduct effective follow-up to ensure implementation of professional learning objectives according to the Florida Professional Development Evaluation Protocol.
- Coordinate with districts to ensure appropriate documentation of in-service points in a timely manner, including input into tracking system and/or written communication.
- Utilize the FDLRS Student Outcome Database to verify implementation of professional learning to increase student achievement.

TECHNOLOGY SPECIALIST

Essential Functions

To identify, plan, coordinate, and provide effective assistive and instructional technology services focusing on increasing achievement and outcomes for students with disabilities.

- Ability to model the utilization and integration of assistive and instructional technologies, differentiated instruction, Universal Design for Learning, and accessible educational materials.
- Conduct job embedded coaching and/or consultation after professional learning and provide feedback/technical assistance to teachers and other appropriate personnel relative to integrating technology into the curriculum.
- Assist districts in the identification, selection, acquisition, use, and evaluation of appropriate software, multimedia, and assistive, adaptive, and instructional technology devices and tools.
- Ability to develop and coach local/site-based teams to provide support for Local Assistive Technology Teams (LATS).
- Collaborate with all FDLRS functions to integrate instructional and assistive technology into the development and implementation of professional learning activities across formats and settings.
- Assist in the development and maintenance of the FDLRS East website and other communication tools.
- Design and develop quality products to support FDLRS initiatives, professional learning events, and/or information relevant to instructional/assistive/adaptive technology.
- Coordinate, promote and facilitate the delivery of quality state-of-the art professional learning in a variety of settings and formats including school-based professional learning communities, online courses, webinars, online conferencing, and face-to-face opportunities.
- Conduct effective follow-up to ensure implementation of professional learning objectives according to the Florida Professional Development Evaluation Protocol.
- Coordinate with districts to ensure appropriate documentation of in-service points in a timely manner, including input into tracking system and/or written communication.
- Utilize the FDLRS Student Outcome Database to verify implementation of professional learning to increase student achievement.

FLORIDA INCLUSION NETWORK FACILITATOR

Essential Functions

Serve as liaison to plan, develop, and provide training and technical assistance to districts, schools, families, institutes of higher education, and communities to facilitate the implementation of policies and research-based practices to improve the achievement of all students with mild and significant disabilities in the general education curriculum.

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- Collaborate with FIN state and regional colleagues in the planning, implementation, and monitoring of services and supports to districts and schools.
- Collaborate with families and schools, districts, schools, other discretionary projects, and FLDOE/BESE to support systemic change and strategic planning efforts for inclusive education in all schools, including public and private schools, serving students with disabilities in pre-kindergarten, elementary, middle, and/or high school general education environments.
- Guide district and school teams in data analysis and data-based decision-making to increase and improve effective inclusive practices across the district and schools.
- Use multiple sources of data to establish educational goals and deliver professional development and technical assistance resulting in increased achievement of students with disabilities in the least restrictive environment.
- Plan, develop, and provide professional development and technical assistance using a variety of methods such as face-to-face, teleconferences, online presentations, online collaboration, and other web-based formats.
- Provide resources and consultation on inclusive best practices to families of students with disabilities.
- Disseminate materials and resources to educators that support the continuous implementation and improvement of best practices for educating students with disabilities in general education environments.
- Represent FIN on committees, councils, etc. at the state, district, and/or school level.
- Identify and develop steps to meet individual professional development goals based on the *FIN Leadership Competencies* self-assessment.

OTHER DUTIES FOR ALL POSITIONS:

Performs other duties as assigned commensurate with the skills and abilities of the position. Maintains knowledge of national and Florida Exceptional Student Education policies and procedures. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with the Florida Department of Education strategic plan, vision, and mission. Ensures compliance with Board policies, procedures, and applicable federal and state laws and regulations.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Maintain expertise in assigned areas to fulfill project goals and objectives including maintaining a network of peer contacts in related fields. Assist the FDLRS East Manager in accomplishing grant goals including developing products related to the FDLRS project and disseminating them appropriately, facilitating the development, implementation, and evaluation of professional learning activities provided in the assigned areas and collaborating with stakeholder groups to provide technical assistance and support. Prepare, complete, and maintain required records, reports, and files in a timely manner, including inputting information into the DOE/BESE Project Tracking System, FDLRS Impact Database, and/or the CHRIS database. Coordinate with districts' efforts to plan, develop, and implement state initiatives. Research and disseminate relevant information concerning Exceptional Student Education to parents, agencies, school personnel, and administrators in the districts. Possess communication skills of listening, oral communication, and oral presentation; interpersonal skills and abilities; extensive knowledge of teaching techniques, curriculum, and professional development. Skilled in facilitating teams supporting results-oriented goals. Ability to apply adult learning theories within professional learning. Ability to collect and analyze data from a variety of sources. Must have strong work standards for self and others.

GENERAL:

Establish rapport and maintain effective communication and coordination among schools, districts, universities, FLDOE, BESE, parents/families, agencies, and non-public schools to ensure information

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exchange, support for the decision-making process, and continuous quality improvement. Demonstrate support for FDLRS and FIN vision, mission, goals, and objectives. Participate in appropriate development, planning, and advisory committees, relating to function responsibilities at state and local levels. Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

EQUIPMENT:

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:

(L) LIGHT WORK

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects. If the use of arm and/or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as light work.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites often. Travel out of county occasionally.

FOR HR USE ONLY:

DIVISION:	Student Services	DEPARTMENT:	FDLRS
TITLE CODE:	E1681	CONTENT BY:	Patricia Adams – Assistant Director, Student Services
GRADE:	n/a	COMPENSATION:	Ellie Kelly – Human Resources
UNIT:	BFT	LABOR RELATIONS:	Karyle Green, Ed.D.
LAST BOARD APVD:	5/10/2022	CLASSIFICATION:	Beth Thedy, Ed.D.
SCHEDULE	8 hrs. – 10 Mos.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	11/01/2021	Develop	Patricia Adams – Assistant Director, Student Services
1.1	5/10/2022	Board Approved	Board

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.