



# Special Education Coordinator Skills and Content Knowledge Inventory

*The Special Education Coordinator (SEC) at a charter school has a significant level of responsibility for implementing a compliant and high quality program. The Cooperative developed this list of skills and knowledge to help member schools recruit and develop strong SECs.*

## Skills Inventory

### Communication Skills:

- Respectful and clear in communications with coworkers, parents, and students
- Able to listen to complaints/concerns without becoming defensive
- Engages in discussion to resolve conflicts
- Able to communicate with adults from different cultures and backgrounds than own
- Responds promptly to phone calls and emails
- Communicates clearly in writing (uses correct English grammar, etc.)
- Polite phone manner
- Uses “people first” language when speaking about disabilities
- Maintains confidentiality when speaking about students

### Organizational/Professional Skills:

- Has a system for organizing work related tasks, emails, other correspondence
- Attends meetings on time
- Is respectful of colleagues’ time and keeps meetings on topic
- Comes prepared for training sessions, meetings, etc.
- Is able to meet deadlines
- Has the ability to plan in advance
- Can “see the big picture” while still keeping track of details
- Able to multi-task, keep track of multiple deadlines, schedules, and data
- Has strong computer skills (SEDS/EasyIEP, Email, Calendaring software, MS word/Excel)

### Management/Supervisory Skills:

- Comfortable giving critical feedback to teachers and related service providers
- Ability to design and manage provider schedules

### Specialty Skills:

- Meeting facilitation skills (staying on track, keeping all team members engaged, ensuring parent comfort and meaningful participation).
- Able to remain calm and maintain perspective in high stress situations
- Can problem-solve in high stress situations

- Able to mediate and resolve conflicts among IEP team (including parents)
- Admits when wrong and seeks help when needed

## **Content Knowledge Inventory:**

### Special Education Law and DC regulations:

- Knows the principles of IDEA and can explain them to others
- Understands the responsibilities of an independent LEA/DCPS LEA and the role of OSSE as it relates to special education
- Knows timelines and processes for identification, evaluation, and implementation of special education services
- Has read OSSE's special education policies and can locate answers to questions within the policies
- Knows what the DCMR is and where to find it
- Can name at least 1 web resource for information on IDEA, OSSE policies, etc.

### School Policy/Procedures:

- Can explain the school's SST/child study/Rtl process to parents and staff
- Knows where to find school policies for SST, discipline, and special education
- Can describe how the school meets student needs and provides a continuum of services
- Can describe the school's philosophy for meeting the needs of students with disabilities

### Parents:

- Knows the range of emotions parents of children with disabilities might experience and is sensitive to how those emotions influence parent participation in meetings
- Can provide parent with support resources (web sites, printed materials, etc.)
- Has strategies for engaging parents

### Data:

- Knows where to find data related to IEPs, SST, discipline
- Can describe methods of data collection for measuring student progress
- Can complete data requests/reports for OSSE

### Related Services:

- Knows the role of various RSPs in the school setting
- Is able to request proposals, interview, and review contracts for RSPs

### Disabilities:

- Can name the 13 disability categories under IDEA and characteristics of each
- Knows where to find resources for teachers/parents on specific disability types
- Has an understanding of eligibility criteria for the most common disability types

Child Development:

- Knows common developmental milestones for the age group served at the LEA

Assessment:

- Is familiar with common assessment tools and their purpose (for example: WISC, WPPSI, Woodcock-Johnson)
- Can describe standard scores in descriptive terms (average, below average, etc.)
- Knows what types of information should be included in an evaluation report for the school setting

Behavior:

- Can conduct an FBA and develop a BIP
- Understands functions of behavior

Intervention Strategies:

- Can name specific academic tools/programs/strategies used in intervention settings
- Can describe methods of collecting data to determine intervention effectiveness