

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: PROGRAM SPECIALIST—CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

BASIC FUNCTION:

Under the direction of the assigned supervisor, the Program Specialist-Continuous Improvement and Accountability, leads the design and implementation of integrated, system-level services, planning, organizing, and coordinating supports that strengthen district and charter school capacity to improve student outcomes through continuous improvement

The Program Specialist provides coaching, technical assistance, and professional learning aligned to Improvement Science, Multi-Tiered Systems of Support (MTSS), including but not limited to Positive Behavioral Interventions and Supports (PBIS), Local Control and Accountability Plan (LCAP) development, and Differentiated Assistance (DA).

The role supports Santa Clara County districts and charter schools, as well as regional and statewide partners through initiatives such as Geo Lead, the California Statewide System of Support, and grant-funded projects (e.g., CCIP and related initiatives). Services focus on strengthening system coherence, building local capacity, and improving academic, behavioral, and social-emotional outcomes for all students, with an emphasis on equity and underserved student groups. The Program Specialist provides coaching, training, and technical assistance to strengthen district and school initiatives, support LCAP implementation, and provide universal and targeted/supplemental support aimed at improving student health, wellness, and academic outcomes.

ESSENTIAL DUTIES:

Plans, organizes, coordinates, and implements comprehensive district/school-wide services including but not limited to implementation of the Positive Behavioral Interventions and Supports Framework, Multi-Tiered System of Support (MTSS), universal and targeted/supplemental support; delivers these services to SCCOE, as well as to participating and potential districts and school sites;

Provides Differentiated Assistance (DA), professional development, training, technical assistance, coaching and consultation to increase prevention and intervention strategies using a multi-tiered systems of support framework available to districts, schools, and charter schools that align with Improvement Science, Implementation Science, the Office of Special Education Projects Technical Assistance Center PBIS Implementation Blueprint;

Provides technical support and training on the implementation of Improvement Science, Implementation Science, LCAP, and designs for learning, to support administrators and teaching staff;

Provides recommendations regarding positive school climate and culture initiatives, activities, and student education efforts addressing, but not limited to, social, emotional, and behavioral barriers to learning; identifies and secures funding sources to support program needs; coordinates program services for diverse communities; develops and implements outreach services, and participates in activities that support the goals of improved outcomes for students;

Communicates updates on participating schools and their implementation progress to the District Leadership Team and SCCOE PBIS Technical Assistance Center Team, conducting school site visits and relevant PBIS Assessments as needed;

Serves as a liaison for SCCOE PBIS Technical Assistance Center, district coaches and school site PBIS Teams; receives, processes, facilitates, and disseminates information between the department and other SCCOE departments;

Establishes and maintains cooperative and collaborative relationships internally and with school personnel, students, families and community agencies to form partnerships and service plans to meet the needs of all students;

Prepares, implements, and oversees school climate and culture initiatives for SCCOE and school districts; researches and identifies community resources; and coordinates effective service delivery systems in diverse cultural and socio-economic communities;

Monitors program progress while reviewing program needs based on the analysis of appropriate data and recommends program changes accordingly;

Analyzes, interprets, and reports research findings and recommendations;

Coordinates, executes, and oversees special projects as assigned, including external communications practices and systems, such as website maintenance and in special projects related to resource and grant development;

Participates in the program's team effort to identify, prioritize and resolve problems in support of SCCOE projects, goals, objectives, services, and activities;

Attends a variety of meetings as assigned and performs related duties as required.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

Improvement Science, Implementation Science, and continuous improvement frameworks;
 Multi-Tiered System of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and integrated student support systems;
 Components of LCAPs, approval criteria, accountability systems, Differentiated Assistance (DA), and the process of continuous improvement;
 Grant development, implementation, monitoring, and reporting processes;
 Use of data for continuous improvement at the district and site level, data analysis, progress monitoring, and performance management systems;
 Equity-centered practices and systems change in education;
 Principles, theories, standards, practices, strategies and use of standards-based materials, intervention programs and best practices in accelerating student learning and achievement, especially for students of color, English learners, foster youth, students with disabilities and students living in poverty;
 PBIS implementation and research, and multiple systems perspective (Education, Child Welfare, Mental Health, Juvenile Justice, etc.);
 Implementing school-wide and individual student behavior support systems;
 Training and implementation of effective behavior interventions including schoolwide, classroom, individual student behavior intervention plans, school improvement, and district improvement;
 Principles of training, leadership, facilitation, and management with groups of various abilities, cultures, and development stages;

Assessment results, including surveys and qualitative outcomes of activities;
 Project management skills, tools and techniques that move strategies from conceptual stage to planning and execution phases and program evaluation standards;
 Effective office principles, procedures, and practices including proper report writing, document construction and editorial enhancement techniques;
 Risk factors which impact academic achievement, such as: socio-economic issues, family dynamics, parenting challenges, cultural barriers;
 Personal computer operations, peripheral devices, and software programs used for word processing, spreadsheets, web-enabled databases, web technology, and graphics;
 Word processing, database, graphic, and spreadsheet software programs, as well as standard office equipment and other peripheral devices.

ABILITY TO:

Design, facilitate, and evaluate high-quality professional learning aligned to LEA needs and state priorities;
 Provide coaching and technical assistance to districts, charter schools, and partners to improve systems, practices, and outcomes;
 Analyze and synthesize complex data sets to inform improvement planning and measure impact;
 Develop and maintain clear, concise, and actionable communications, including reports, presentations, and guidance documents;
 Utilize and manage digital tools and platforms, including:

- Maintaining and updating program webpages and online resources;
- Using AI tools to enhance productivity, content development, and data analysis;
- Leveraging data visualization tools (e.g., dashboards, charts) to communicate findings;

 Plan, coordinate, and manage multiple projects and timelines with attention to detail and deadlines;
 Build and sustain collaborative relationships with diverse stakeholders, including LEA staff, community partners, and internal departments;
 Adapt to evolving priorities and lead change initiatives in dynamic educational environments;
 Ensure compliance with state, federal, and grant requirements while maintaining a focus on continuous improvement;
 Translate complex policy and technical information into user-friendly guidance for practitioners;
 Read, comprehend, and interpret applicable state and federal laws, rules, regulations, statutes, and ordinances;
 Coordinate, plan, organize, implement, and evaluate training and technical support related to school climate and culture;
 Facilitate meetings and prepare information to present to groups;
 Ability to use assessment results and able to interpret, analyze, and communicate identified information;
 Use critical thinking and problem-solving skills to identify, prioritize and implement services, as well as analyze situations accurately and adopt an effective course of action;
 Demonstrate cross-cultural sensitivity and respect;
 Identify, promote, and implement resources for school improvement;
 Communicate effectively both orally and in writing;
 Maintain cooperative and effective working relationships with others;
 Operate standard office equipment including, but not limited to, a laptop/personal computer, fax machine, calculator, copier, and other peripheral equipment;
 Use word processing, graphics, databases, web technology, spreadsheets, and other software programs;
 Meet schedules and timelines;
 Work independently with little direction;
 Drive to various school districts/job locations.

LEADERSHIP TEAM COMPETENCIES:

Develops and fosters effective individuals and teams;
Operationalizes the organizational vision, mission, goals, shared values, and guiding principles;
Demonstrates emotional intelligence;
Models inclusive, effective, and authentic communication;
Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions;
Builds and sustains positive, trusting relationships;
Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Bachelor's degree from an accredited college or university with major coursework in psychology, education, social work or related field and three (3) years of experience in an education setting or related field, working with diverse communities, which includes at least one (1) year of experience facilitating professional development.

LICENSES AND OTHER REQUIREMENTS:

Valid California Teaching Credential or California Pupil Personnel Services Credential
Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Office environment
Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations
Dexterity of hands and fingers to operate a computer keyboard
Seeing to read a variety of materials

Signed by:  4/13/2026 | 8:50 AM PDT
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Approved: Roger D. Gallizzi Date
Interim Assistant Superintendent-Human Resources

Signed by:  4/13/2026 | 8:49 AM PDT
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Authorized: Dr. David M. Toston, Sr. Date
County Superintendent of Schools