

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: TECHNICAL ADVISOR, INNOVATIONS COLLABORATIVE

BASIC FUNCTION:

Under the direction of assigned administration, the Technical Advisor, Innovations Collaborative provides high-level expertise, professional learning, and technical assistance to schools, districts, and early learning programs to build capacity for inclusive, equitable educational environments; This position impacts department and school operations by designing and implementing coaching models, behavioral frameworks, and specialized training to better serve neurodiverse learners, students with disabilities, and historically marginalized student populations.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES

Designs, develops, and facilitates high-quality professional learning, workshops, and trainings focusing on inclusion, social-emotional development, and evidence-based behavior supports;

Conducts individual coaching cycles, structured programmatic observations, and reflective consultations with teachers, administrators, and early learning program staff;

Creates, curates, and distributes training materials, toolkits, and interactive implementation resources aligned with equity and belonging principles;

Coordinates and manages collaborative multi-agency initiatives, attending planning meetings with school districts and community organizations to expand and sustain inclusive programs;

Supports educational sites in implementing specialized pedagogical frameworks, including Universal Design for Learning (UDL), Trauma-Informed Practices, and necessary classroom accommodations or modifications;

Partners closely with internal Santa Clara County Office of Education (SCCOE) personnel to continually assess, refine, and improve regional professional development services;

Utilizes verified observation and quality assessment tools to gauge program efficacy and guide technical updates.

OTHER DUTIES

Performs related duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

Core tenets of special education, behavioral intervention strategies, and Applied Behavior Analysis (ABA) principles;

Inclusive instructional frameworks such as Universal Design for Learning (UDL), Trauma-Informed Practices, and differentiated classroom accommodations;
 Early childhood and special education assessment tools, including the CA CSEFEL Teaching Pyramid, Inclusive Classroom Profile (ICP), and CLASS observation models;
 Adult learning theories, effective coaching cycles, and cross-functional project management methodologies;
 Local, state, and federal regulations regarding equitable access to education for student groups including English learners, neurodiverse learners, and students with disabilities.

ABILITY TO:

Deliver dynamic and impactful professional development and training sessions to varied educational stakeholder groups;
 Conduct rigorous classroom observations and offer collaborative, non-judgmental reflective feedback to educators;
 Establish and sustain authentic, trusting, and collaborative working relationships with district leadership, school sites, and community partners;
 Communicate effectively, both orally and in writing, to address complex pedagogical and behavioral concepts clearly;
 Manage project timelines, plan collaborative initiatives, and adapt solutions to meet unique program requirements.

EDUCATION AND EXPERIENCE:

Any combination equivalent to:

Master's or Doctorate degree from an accredited college or university in applied behavior analysis, special education, psychology, or a closely related field.
 Extensive and increasingly responsible professional experience designing and implementing special education services, early learning inclusion programs, behavioral interventions, or coordinating cross-district educational projects.

LICENSES AND OTHER REQUIREMENTS

Valid California Special Education Teaching Credential (e.g., Level 2 Support Needs) highly preferred.
 Verification or formal observer status in toolsets such as CA CSEFEL Teaching Pyramid, Inclusive Classroom Profile (ICP), or Pre-K/Toddler CLASS is desirable.
 Valid California Driver's License.

WORKING CONDITIONS:**ENVIRONMENT:**

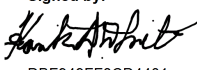
Office and school site environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
 Seeing to read a variety of materials.
 Sitting for extended periods of time.

Hearing and speaking to exchange information.

HAZARDS:
Slipping, tripping, falling.
Ergonomic injuries, repetitive motion injuries, eye strain.
Indoor air pollution.

	Signed by:  DBF949FF8CD4401... 8/13/2026 3:11 PM PDT
Approved:	Kanika D. White, Ed.D. Associate Superintendent-Human Resources Date
	Signed by:  AEFF8FA0C5E741B... 8/13/2026 2:54 PM PDT
Authorized:	Dr. David M. Toston, Sr. County Superintendent of Schools Date