

## EDITED KSAPC LISTING

### CLASSIFICATION: RESOURCE SPECIALIST, SPECIAL EDUCATION

**NOTE:** Each position within this classification may perform some or all of these KSAPCs.

<b>KSAPC Statements</b>	
<b>Knowledge of:</b>	
K1.	Comprehensive knowledge of the process of the development and implementation of the Individualized Education Program to coordinate the implementation of special education services provided to students with exceptional needs.
K2.	Comprehensive knowledge of the principles, methods, and procedures of school organization and administration and ability to apply them to the Special Education Program of a juvenile facility.
K3.	<b>Comprehensive knowledge of the problems (attitudes and behaviors) involved in teaching students in juvenile facility school Special Education Programs to provide a safe and effective learning environment.</b>
K4.	<b>Comprehensive knowledge of academic and Career Technical Education (CTE) subjects/programs and their place and value in a rehabilitative Special Education Program to ensure the benefit of the special education student population.</b>
K5.	<b>Comprehensive knowledge of the principles and techniques of educational and CTE requirements to provide counseling and assistance in the selection of appropriate academic courses/CTE programs for students.</b>
K6.	Comprehensive knowledge of principles and methods of teaching in order to provide support to the student's instructional program in a juvenile facility setting.
K7.	Comprehensive knowledge of Special Education practices and trends as applied to teaching to provide a positive learning environment, motivate students, identify special education needs, and to communicate with other California Department of Corrections and Rehabilitation (CDCR)/Division of Juvenile Justice (DJJ) professional staff.
K8.	Comprehensive knowledge of remedial teaching techniques and adapting instruction to students needs to ensure equitable participation in an educational program and to provide classroom intervention/support in order for the students to fulfill their Individual Educational Program (IEP) and educational goals.
K9.	<b>Basic knowledge of emotional problems of students in state juvenile facilities to develop students' self-esteem, a personalized approach to learning, connection to the learning environment, and to collaborate with treatment team members as needed.</b>
K10.	<b>Comprehensive knowledge of the characteristics and educational needs of the special education student population in order to train staff in Special Education, teaching modalities, and differentiated instruction techniques.</b>
K11.	<b>Comprehensive knowledge of classroom management in dealing with the special needs student population.</b>
K12.	<b>Basic knowledge of current technology in order to identify, plan, and incorporate technology in the delivery of Special Education services.</b>
K13.	Comprehensive knowledge of Special Education modern teaching theory and practice to provide direction and training to staff.

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<b>KSAPC Statements</b>	
<b>Knowledge of:</b>	
K14.	Comprehensive knowledge of Special Education laws [i.e., Individuals with Disabilities Education Act (IDEA)] and regulations to develop legally compliant IEPs for the special education student population.

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<b>KSAPC Statements</b>	
<b>Ability to:</b>	
A1.	<b>Provide leadership and motivation to students to improve their academic achievements, sense of responsibility, decision making ability, and accountability.</b>
A2.	<b>Motivate students to achieve academic goals and objectives, evaluate personal learning, and to achieve instructional competencies.</b>
A3.	Work effectively with other subject matter experts to teach techniques that enhance the active involvement of students to a variety of subject matter materials.
A4.	<b>Gain the interest, respect, and cooperation of students utilizing specific behavior management strategies to demonstrate an atmosphere that is fair, firm, and consistent in a classroom setting.</b>
A5.	<b>Develop socially acceptable attitudes in students by modeling acceptance for cultural, racial, and individual differences in order for students to successfully program students within the juvenile facility to successfully reintegrate back into society.</b>
A6.	Communicate effectively through mutual respect and two way communication, supporting relationships among staff, students, administration, and with public entities.
A7.	Analyze situations accurately and take effective action to promote classroom procedures that support student learning, maintain standards for student behavior, promote social development, encourage group responsibility, and create a physical environment that engages all students.
A8.	<b>Implement and maintain support and collaboration with education staff in order to meet the educational needs of students.</b>
A9.	<b>Effectively apply interpersonal and communication techniques (e.g. written, oral, listening, etc.) to secure and maintain the respect and cooperation of others (e.g. federal, state and local agencies, staff, students etc.)</b>
A10.	<b>Analyze situations and data correctly to develop and adopt an effective course of action to support students education programs and Special Education services.</b>
A11.	Supervise the administration of required academic testing instruments and effectively interpret to develop written reports of academic progress and needs.
A12.	<b>Utilize multiple sources (e.g., standardized and informal assessments, teacher and treatment team staff reports, etc.) to develop and review IEP designed to promote academic achievement of special education students.</b>

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<b>KSAPC Statements</b>	
<b><i>Physical Characteristics:</i></b>	
PHC1.	Have and maintain sufficient strength, agility, and endurance to perform teaching duties and other duties as required by the institution during stressful (physical, mental, and emotional) situations encountered on the job without compromising the health and well-being of their fellow employees or that of students.